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EDITORIAL.

Teachers and Agitation.

In last month's issue we pointed out some of the evil results of the connection of students with party politics. In this number we show in our Bombay News and Notifications the still more unfortunate results of the interference of teachers in political agitation of a seditious nature. The Ahmednagar Education Society has, we think, done perfectly right in dismissing men who are capable of talking such mischievous nonsense as that which these men have seen fit to utter: the wonder is that such people should ever have been employed as teachers at all. Leaving aside altogether the question of disloyalty, the language is so puerile and hysterical, and displays such crass ignorance of one of the most important periods of modern Indian History, that we think the turgid orator might very well have been got rid of on purely educational grounds. We Madras teachers have not got much to be proud of, but we may surely without Pharisaism congratulate ourselves on having suffi-

cient common sense to refrain from talking nonsense by the yard and advertising our ignorance on public platforms. Perhaps the quaintest part of the whole business is the odd idea of commerce displayed by these instructors of youth, who seem to be satisfied with a trade in hysterics and rhodomontades and a student as the Managing Director of this funny "Oriental Mercantile Company." We wonder what the big Bombay merchants and millowners think of their new rival, and its miscellaneous merchandise. As for the laudation of Sivaji by a "Mercantile Company" the idea is certainly refreshing, and unexpected, and would probably be regarded as an excellent joke by the deceased monarch himself. But we in Madras can hardly be expected to appreciate the glories of this departed worthy, and, thank Heaven, we are not so "hard up" for heroes as to have to venerate Sivaji. Besides, being more Catholic in taste, we have still the pious memories of Aurangzeb and Henry VIII. to fall back on in case of necessity, and even then Thebaw and Richard III. in reserve.

Dewan Bahadur V. Krishnama Chariar.

Our interesting contemporary the *Educational Review* (Indian) in its February number alluded to the services for which Mr. V. Krishnama Chariar has recently received the well-deserved title of Dewan Bahadur, but we would like to draw attention to some that were overlooked, but which are really among the most important and lasting parts of his work. Mr. Krishnama Chariar has been so long Curator and Registrar of Books that most people have forgotten he began life as an Assistant Inspector of Schools in the middle of the fifties. At that time the work of inspection was the work of construction also. Schools were few or non-existent, and before they could be inspected they had to be built. It devolved therefore on the Assistant Inspectors to rouse an interest in education by calling meetings in towns and villages, to overcome social and religious prejudices, to get schools built and even to write or translate the books that were to be used in them. As the Dewan Bahadur himself says, "*We had to make bricks without straw.*" Anyhow the bricks were made, and the great fabric of South Indian Education built with them, to be a monument to the labours of the educational officers of that day. It speaks volumes for the tact and energy of these men, that Western education should have taken such a firm root in an Eastern soil.

In the year 1867-8 Mr. Krishnama Chariar, who had been twice commended in the Public Instruction Reports, was appointed Curator of Government Books; and the Inspector of Schools, in alluding to his resignation of the Deputy Inspectorship, referred to his "zeal, efficiency and judgment" and declared that "no officer could wish for a more able or a more willing assistant." This appointment was occasioned by the belief that the Curators of Books were not as competent and energetic as could be desired, and the first duty of the new Curator was therefore to overhaul the Book Department. Now this was just the work suited to Mr. Krishnama Chariar's energetic and thorough-going abilities: he at once made his mark, and for the next ten years there is scarcely a single Educational Report that does not speak in the highest praise of his skill as a manager and organiser. But it was not only from Inspectors and Directors of Public Instruction that the Curator received praise: the Government of Madras made several commendatory allusions to his work, and the Government of India in 1870 ordered copies of Mr. Krishnama Chariar's catalogue to be sent round to all the Local Governments to serve them as models of what such publications ought to be. Again, in 1875 the Supreme Government informed the Local Government that it had "perused with interest V. Krishnama Charry's clear and intelligent analysis of the publications registered in the Madras Presidency in 1874."

In the formation of a healthy vernacular literature the Dewan Bahadur has taken a prominent part. For many long years he has edited the Tamil and Telugu Magazines, *Janovinodini* and *Maharani,* as a labour of love, without accepting any salary for his work. He is the author of some twenty books in the Vernacular, many of which have appeared in several Indian languages, besides editing a large number of other works and writing a multitude of articles for his magazines. His literary activity alone has earned for him in some circles the designation of the *Indian Addison.* In 1872 Mr. Krishnama Chariar incurred unpopularity in a good cause by the vigorous action he took against a certain highly improper play which at that time was attracting crowded houses, especially for the indecent scenes. Thanks to the Curator of Books the play was suppressed, and that was no loss, for it was equally bad from a literary as from a moral point of view. The Dewan Bahadur has never been afraid of being in a minority, no matter how small, when

he believes himself in the right; opposition and difficulties seem in fact only to draw forth more of his energy, courage and tactical skill. He has a restless passion for work himself, and expects the same in his assistants. A member of one of the most influential and respected Brahman families of Madras, he is a man of the old school, conservative by instinct and heredity, progressive by intellect, and sagacious by training. With his intellectual gifts and wonderful vitality there are few posts which he could not fill, but his great literary activity marks him out as especially suitable man for such posts as those of Translator to Government or Curator of Books. There are few men in Madras, among those whom the Sovereign has honoured, that have worked so hard for their distinctions as the new Dewan Bahadur. The younger generation of teachers and students, who sometimes profess to think Mr. Krishnama Chariar's views out of date, should remember how much they owe to the zeal and thoroughness of the courtly old gentleman who presides over the Book Department, and to the men who laid with him the stable foundations of Madras education.

Madras Examinerships.

In our last number we laid some strictures upon a certain Board of Examiners and suggested a change in its members. On this occasion we wish to call attention to a very serious evil common to nearly all boards: that is the small number of members. It is extremely necessary that each board should be large and representative. The work of correction is often far too heavy and presses with great weight on the individual examiner. Again, a board ought to be large enough to prevent the retirement of any one examiner causing an utter change of policy or standard. Lastly, an examiner should be allowed to sit on a board for a long enough time to enable him to introduce and secure the permanence of any necessary improvement which he may persuade his colleagues to accept. Unless these rules are observed there will be little continuity and less progress. The enlargement of boards would be a gain in many ways, and though the receipts of individual examiners would be lessened there are few who are so avaricious or necessitous as to object to this if it secured a more thorough and expeditious discharge of the work.

DON'T.

A Word for Students.

The student-world is constantly being told what to do. Through the agency of lectures, debating societies, and athletic clubs its energies are perpetually directed in the right road of mental and bodily development. Once a year its placid surface is disturbed by the monsoon that blows from the Senate House; annually students and examiners enter into brief but trying acquaintance, and the wreckage resulting is often considerable. This mental discomfort might, however, be lessened if students would lay to heart a few rules of negative conduct. However regrettable, there can be no doubt that the end and aim of the average student is to stand well with the examiner; nor is it, after all, surprising so long as examinations are made the test of advancement. But the average student errs grievously in imagining that this good understanding can be established simply and solely by an eruption of matter. He has been nourished on affirmation so long that he has forgotten that there are sins of commission no less than of omission. Now that a fresh period of examinations has just been gathered to its forefathers, and success still gilds or disappointment rankles it seems philanthropic in the interests of examiners and students alike to tabulate a few of the negations to be observed in the examination hall.

In the forefront must be placed the cardinal sin of the average student—irrelevant matter. Does he ever realise that questions are not asked aimlessly but in order to test him on some particular point? If he really knows his subject he will appreciate the point and bring it out clearly and tersely. The examiner does not want an imperfect rehash of a lecture which he has himself often delivered. The pages covered are no index, as the student fondly imagines, to the excellence of the answer: rather indeed are they a sign of weakness than of strength, a proof of vagueness and looseness of ideas. A powerful memory is a most serviceable possession, but a powerful memory undirected by reason is a snare

and trap to the student. Instead of searching for his enemy and slaying him with a well-aimed shot he is tempted to "draw a bow at a venture", discharge a cloud of facts at random, and trust to luck to "bring down" the examiner. But most examiners are wary birds, skilled through long practice in dodging these discharges: their function is to test the student's intelligence, not his memory; and with the aid of a blue pencil they can more than restore the balance. One cannot but admire the frankness of the student who began his Euclid paper with "I dont know any of these questions, but here are some I do know" and then proceeded to work out a dozen propositions of his own choice; but we have never yet heard that he passed his examination. On any showing it is mere waste of time—students and examiners alike—to cover pages with random fragments of knowledge. So far as deriving any benefit from these, good students might just as well spend their time in the congenial occupation of "mugging up tips" for their next papers in the precincts of the examination hall. Their brains would probably not be more muddled by the one process than by the other: while there would be a real gain to the examiner. But the practice is often worse than useless: positively injurious to the student's prospects. Many an answer that might otherwise pass muster comes to grief in consequence. The more he writes the greater is the likelihood of giving himself away. An unintelligent student exhibits his ignorance not his knowledge by filling books. That speech is silver but silence golden applies to the examination hall as to most other situations in life. Where one is not sure of one's ground a decent reticence is the first necessity. The student who sends up a perfectly blank answer book, is often not worse off so far as his percentage goes than he who covers books, and enjoys in addition the glow of conscious honesty. Though his matter may be less copious than is desirable no fault can at any rate be found with his style. Let students remember, then, that it is as dangerous to say too much as to say too little: that an examiner has a definite object in view and wants neither more nor less than this; and lastly—a fact that has not yet dawned on the student world—that the *arrangement* of the matter is scarcely less important than the matter itself.

Next to the sin of irrelevant matter comes that of irrelevant expression. Many will indeed consider this the greater fault.

Properly viewed, however, they are but different sides of the same mental vice—irrational memory. Every examiner knows the student who seeks to cover a paucity of ideas under a plethora of words, resembling those curious creatures who, as natural history tells us, at the approach of the stranger discharge an inky fluid, under cover of which they seek to escape. Of all students the wordy variety is perhaps the most absolutely hopeless. He is bound hand and foot in the chain of his vocabulary, delivered over irreclaimably to the demon of mere verbiage. He is lost because he can never realise that words are but the counters for the exchange of ideas, and in themselves are worthless, save for the philologist. When will he understand that there is no rule in the English Grammar requiring every noun to be preceded by an adjective; that adverbs are to be used with caution; and that the essentials of good prose are crispness and sobriety? The aim of educated men is to express the greatest number of ideas in the fewest words compatible with clearness; the student exactly reverses this ideal. Students are fond of forming societies. Every college, school, and district in which they foregather has got its associations with resounding titles. Why not form a society for the cultivation of a good English style? A blood-curdling oath by which every member bound himself never to use any word whose meaning he did not understand, might be provided in the articles of association: and any detected lapse might entail a fine. Thus students would be on the alert to catch each other, and though at first their vocabulary would be seriously impaired their minds eventually would be enlarged. Even total silence for a time would be a small price to pay for the benefits accruing in the shape of clear ideas and a chaste and sober style. Many a man for the sake of his spiritual development has imposed on himself a life-long silence: why should the student not do so temporarily in the interests of his intellectual progress? But there would probably be no need of even this. Students would doubtless be agreeably surprised to discover that their ideas are not such tremendous fellows, requiring three and four syllable words to be decently clothed, as they evidently at present imagine. A very modest vocabulary would probably be quite sufficient for their needs. It does not take, the same amount of cloth to cover a dwarf as a giant, or, to vary the metaphor, "the nimble sixpence" is handiest for small exchanges.

Not least among the benefits of this excellent society would be the full stop it would place to Latin quotations. Here we touch another of the student's sins of commission and one very dear to his heart. There are some sciences in which Latin has been adopted for purposes of nomenclature; there are others, such as Law and Philology, in which it forms an integral part of the subject-matter. Here, of course, the use of Latin is not merely permissible but essential. But what has the student, outside these subjects, to do with Latin quotations? What does he hope to gain by them? It is tolerably certain that the examiner, if a European, knows more Latin than the student. Why, then, should he be impressed by a miserable fragment of a language known to him in days when the student was yet unborn even though it may be accurately rendered? He recognises it as a mere effort of memory. But the probability is all against accuracy. Students find a terrible difficulty in getting the letters of a Latin phrase into their proper places. The result is excruciating to any one with a reverence for the imperial tongue of Virgil and Tacitus. The Romans have done too much for humanity to suffer these indignities; in avenging their wrongs the examiner will experience a solemn and holy enthusiasm. Exposed from his youth up to newspaper Latin it is his duty as a right-minded man to protect society against the growth of a still more appalling variety—students' Latin!

On the mere mechanical proprieties of the answer book it is scarcely necessary to dwell. When students abandon the ambition of covering pages with irrelevant matter or mere verbiage their handwriting will improve of its own accord. They will also have time to read over their papers—a golden rule that appears to be observed but imperfectly. Every year answers go up to the examiners that are spoilt because the student has omitted some essential word in his scramble against time; a "not" is left out where its presence is all-important, and the candidate appears as affirming what he really intends to deny. With an examiner who presumes nothing and goes strictly by the written statement as supplied to him a mistake of this sort is naturally fatal. But even the most long-suffering are not impressed by it in the student's favour.

To all examination candidates then, in summing up, we say

(1.) Don't write round a subject but to the point.

(2.) Don't write two words where one will do equally well.

(3.) Don't use words whose meaning you do not clearly understand; and as a corollary of this—

(4.) Don't quote Latin as you value your percentage. English is good enough for the English.

(5.) Don't write more illegibly than you can help, and don't cramp your lines together.

(6.) Don't forget to read over your answers.

These are the chief sins of commission of the average student. To them, we believe, is specially due that ruthless savage temper in the examiner of which so many candidates, notably the Law-students, annually complain. Let students only avoid them and a veritable age of gold will arise. Saturn will return to his ancient kingdom, and, in the spread of milder manners and a gentler day, examiners will beat their blue pencils into pruning knives.

A.B.C.

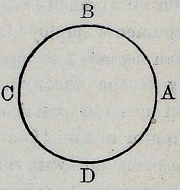
THE TIDES.

Three or four years ago the writer of the present article wrote to the *Indian Journal of Education* protesting against the theory of the tides usually taught in schools, and suggesting another explanation which appeared to be fairly simple and much more accurate. Another correspondent of the Journal characterized this explanation as ingenious but wrong, though he pointed out no flaw in the arguments employed. Believing him to be a better mathematician than myself, I dropped the subject, silenced by authority, but with my reason unconvinced. I now find that the explanation suggested by me is practically identical with that given by the late R. A. Proctor in his "Old and New Astronomy" and that it agrees, as he points out, with Sir George Airy's explanation advanced in 1867. The weight of authority being now on my side I venture to put forward my—or rather Proctor's—explanation once more, hoping that his name may inspire sufficient respect to induce some of your readers to consider whether it is not time that Bernoulli's explanation should take its place with the Ptolemaic system of astronomy, *i.e.* as an exploded theory to which only a historic interest attaches.

Bernoulli's theory amounts to this: if the moon were always above the same point of the earth, and if the whole of the earth's surface were covered with water, the ocean would, under the influence of the moon's attraction, assume the shape of a prolate spheroid, whose longer axis would point towards the moon; and therefore the tide would be highest immediately below the moon and at the antipodes of that point. This, of course, is true; but one revolution of the moon about the earth not taking place in twenty-four hours, a further supposition has to be made. If, says the theory, the ocean could assume this spheroidal form *instantaneously*, so that as the position of the moon relative to the earth changes, on account of its own revolution and the earth's rotation, the axis should always point to the moon, we should have high tide at the two points indicated above: but now instead of being stationary, it would travel round the earth as it is actually observed to do.

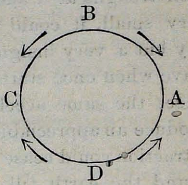
This latter hypothesis is clearly indefensible. The question is one of motion, not of rest—one of kinetics, not of statics. It is therefore useless to determine the position of a stationary tide and then try to deduce the nature of a moving one. The consequent error is, as Proctor remarks, of the same nature as would result if we tried to deduce the motion of a spinning top under the action of gravity from its motion when not spinning. If a top be spun with its axis inclined to the vertical, gravity gradually makes it stand upright. If it be merely made to stand on its point, gravity will of course make it fall.

Proctor treats the matter somewhat as follows:—Let A B C D represent a parallel of latitude completely covered by water, and for the sake of simplicity suppose that water to be of uniform depth. Let A be directly under the moon. Every drop of water on this parallel is describing a circle about the earth's axis owing to the rotation of the earth, and, but for the



moon's disturbing action, would describe that circle with uniform speed. But the earth and the ocean are both attracted by the moon—those portions which are nearer to the moon more, those further from it less. Therefore the part of the ocean indicated by D A B is more attracted than the solid mass of the earth, and the solid earth more than the portion B C D. The effect on this latter

portion is the same as if it were [illegible] a body directly over C, for the result is the same whether the earth be dragged from the ocean or the ocean from the earth. We see then that the water between D and A, and also that between B and C is pulled in the direction in which it is moving: that between A and B, and between C and D in the opposite direction. The result is that it flows faster and faster from D to A, and then slower and slower from A to B. Its motion is again accelerated from B to C and retarded from C to D as indicated by the arrow-heads in the figure.



It is therefore moving fastest at A and C, and slowest at B and D. The effect of this varying velocity is easily seen if we consider the meaning of the saying "still waters run deep." The ocean will be deepest at B and D, shallowest at A and C—a result directly opposite to that obtained by Bernoulli.

This last result may be illustrated as follows: Suppose a number of men are stationed at short, equal intervals along a road and that they begin to walk at different rates in the same direction. If a man walks faster than the one in front of him, the part of the road where they are will become more crowded. If, on the other hand, he walks slower than the man in front, the crowd will be thinned. Or if the wind is blowing a cloud of dust along, the cloud will become thicker if certain grains are moving faster than those in front of them. But drops of water are not discrete objects like men or grains of dust. They cannot therefore become crowded or scattered. Where the men or dust grains would become scattered, the water must become shallower. Where they would become crowded it must become deeper. From D to A each drop is moving faster than the one behind it. Therefore the water becomes shallower and shallower till it is shallowest at A. In the same way it becomes deeper and deeper from A to B. One more illustration may be useful. Suppose a constant supply of water runs along a channel of uniform breadth, and that it is observed that it leaves the channel with twice the velocity with which it enters it. No more water can flow out than flows in, so that the depth at the mouth of the channel must be just half the depth at

th[illegible] and generally, the depth of the water at any point varies inversely as the rate of the current.

Thus two waves are formed, having their crests at B and D and their troughs at A and C. The disturbing effect of the moon being very small, it could not, in a single revolution of the earth raise any but a very insignificant wave. It is, however, the nature of a wave when once started to move on and on, and as the moon produces the same accelerations at every revolution, the result is to produce an appreciable wave in course of time. Even if the moon's attraction could cease to act, the tidal wave would continue to circle round the earth till destroyed by friction. As it is, the moon's disturbing action is just enough to maintain the wave at a uniform height. To borrow an illustration from the critic of my former letter, the action of the disturbing force of the moon in maintaining the tidal wave is analogous to that of the escapement of a clock in maintaining the swing of a pendulum. The greater part of the motion in each case is due to the earth's attraction.

It is not claimed that the above is a complete account of the phenomena of the tides. In the first place, it only deals with that part of the disturbing force which is parallel to the earth's surface. This part, however, is, as is stated by Proctor, the more important. Secondly, it leaves friction out of account. Bernoulli's theory does the same. It assumes that the earth is covered by the sea, altogether omitting to notice that the ocean is "barred at Darien". This defect is also shared by the other theory. Sir George Airy has shown that if the ocean were over 12 miles deep the tide would be high under the moon, and this cannot be deduced without taking account of friction and the disturbing force perpendicular to the earth's surface. But then the ocean is not 12 miles deep. What is claimed is that the above reasoning is true as far as it goes: that Proctor's explanation is in no respect inferior to Bernoulli's: and that it is vastly superior to it from the fact that it assumes no false dynamical principles.

It has been claimed for the other theory that it is more easily understood. If that is all that can be said in its favour it had better be left undefended. It can hardly be called education to teach falsehood on the ground that it is more easily grasped than truth. And yet, though every mathematician knows its falsehood,

a false theory has been taught so commonly any doubt attaches to it, man in a hundred ... one educated unless he happens to have made a special study of astronomy. Proctor has now supplied a simple explanation—or at all events one sufficiently simple to be grasped by most people if they care to take a little trouble. Why, then, should the old theory, which is admittedly false, be taught any more ?

I must apologize for giving Proctor's explanation in my own words instead of in his. I have done so in order to present the matter so that it may be understood without even an elementary knowledge of mathematics. I do not think that I have sacrificed accuracy to clearness, though it would be preferable to modify the form of the argument considerably were it addressed solely to mathematicians.

H.

PUBLIC INSTRUCTION IN BURMA 1892—1897.

Those of us whose main ideas of Burma are borrowed from the verses of Mr. Kipling, who regard it as the land of pagodas and tinkley temple bells, and who have a hazy belief that Moulmein is opposite China on the road to Mandalay, will be pained to hear that this idyllic country has perpetrated a First Quinquennial Report of Public Instruction. Quinquennial Reports are bad enough under any circumstances, but to have them invading, devastating and destroying the cherished home of modern Oriental romance is more than usually trying. Relentless, ruthless and revolutionary, Quinquennial Reports are stopped by no obstacle,—nor elephants nor sludgey creeks, no, nor even banjos and spicey garlic smells; and doubtless they will roll on like gigantic snow-balls, growing bigger and bigger at each annual revolution.

But having got over the involuntary repugnance which one feels towards every blue-book, it behoves us to give our readers some idea of the circumstances which have induced so able and energetic a man as the Director of Public Instruction of Burma to inflict on the unoffending public even the comparatively innocuous Report which confronts us. The fact is that Burma is being

rapidly *unkiplingised* a Mandalay. This dismal fact will soon be as monotonous as the blue-book which the Burmese Director has had to bring out as an account of the operation. Fortunately, however, it is so brightly written that we almost forget the prosaic nature of its details.

Education in Burma has made great strides during the last five years, at least as regards schools, and the Department has amply shown its enterprise and readiness in the Report under review. In his opening remarks the Director alludes to the progress of high education, especially in the case of Municipal schools, but complains of the unsatisfactory condition of aided schools. The difficulty of keeping up Middle Vernacular schools is also alluded to. These institutions are not popular as they are not the gate to employment. So in Burma, as elsewhere, education is after all a bread-and-butter affair. Primary Vernacular education has, however, progressed rapidly since 1894, when *a* Pupil Teacher and *an* Itinerant Teacher systems were introduced. What is still more important is that the Inspectors have succeeded in gaining the sympathy and help of the monks, many of whom have taken up the work of vernacular teaching in primary schools. On this we can heartily congratulate the educational staff, and we trust that there may be a bright future for Burma when religion and education go hand in hand. The training of teachers has been energetically pushed forward and with very good results. The Director has no doubt of its beneficial effects: "*We see the result*", he says, "*in better teaching, better discipline better handling and management of classes and better results*". We commend this to any of our readers who may have doubts as to the good of training. An Engineering school has been opened, and acts as a feeder for the Public Works Department. Kindergarten, Slojd, and other classes for manual training have been introduced with success, and Drawing is rapidly becoming popular. Vocal Music too attracts students. The Director also alludes to the excellent work of the Rangoon Teachers' Association, and to the summoning of four Conferences; three of Aided School Managers in 1894 and 1895, and one of Educational Officers in 1896. These have resulted in changes in the Code and in the introduction of Elementary Agriculture as a subject of study. Examinations in Pali were introduced in 1893 and have proved very popular, especially with Buddhist monks. Athletics

are growing in popularity. The D[illegible] attention to one rather serious defect in the Burmese educational system, that is the smallness and uncertainty of the funds which Municipalities devote to secondary education. "It is not fair to the people"; he writes: "it is hard on the pupils; it is exceedingly harassing to managers and teachers; and it deters good men from joining educational work, or opening schools, under Municipalities. As to prospects of promotion for teachers, there are none. The injury to education, Primary and Secondary, is great, and the question is a serious one". In its review of the Report, however, Government can hold out little hope of a remedy, as it appears that Municipalities cannot afford to allot any more money to education than they do at present. We suppose, therefore, that until Burmese Municipalities have made more progress and got a more elastic income nothing can be done.

Turning now to general statistics, we find that during the period under review there were 5,235 public and 10,585 private educational institutions in Burma, with about 150,000 and 106,000 pupils, respectively. The average numbers of pupils at a public institution was 29, at a private institution 10. Were such figures to be quoted for Madras we would probably consider them a proof that there were far too many separate institutions in proportion to pupils. But in a new country like Burma one can hardly expect a large school attendance at first. We hope, however, that the Department will keep a jealous eye on new schools, so as to prevent that ruinous throat-cutting competition which has been the bane of Madras education. A very heavy responsibility rests on a young Educational Department, and there is always a great temptation to recognise a large number of small and perhaps unnecessary schools, and not keep a tight enough control over their management when once they are recognised. We trust that the experience of other parts of the Empire will show the risk of this, and that the Burmese Education Department will see that the private institutions are not only properly equipped but well managed. The tax-payer's money is at stake, and there should be no doubt about his getting good value for his money. During the period reviewed there has been a marked increase in the number of institutions both public and private: public, from 4,672 to 5,235; private, from 9,699 to 10,585. There has likewise been a rise in

the number of pup[illegible] [illegible] [illegible] institutions from about 132,[illegible] to about 150,000; in private, from [illegible] to about 106,000. There has been a most satisfactory rise in the percentage of scholars to children of school-going age. In 1892-3 this varied according to provinces from about 11 to about 25 per cent.: in 1896-7 from about 14 to about 42 per cent. This is a most satisfactory item in the Report and shows unmistakably the energy and success of the Burma Educational Department.

With regard to University Education there is not much to be said, it is yet in its infancy, and Jack Burman probably thinks it a work of supererogation as he can get a clerkship on a Seventh Standard pass. There are signs, however, that this happy state of affairs will soon be at an end and that Jack will have to look into his university text-books before he can adorn a Government desk or "Have the honor to be", everybody's "most obedient servant". There are two colleges in Burma, the Rangoon and the Baptist, and these two institutions together possess the proud total of 77 pupils, of whom 7 only belong to the Baptist institution which prepares up to the Calcutta F. A. It may be from ignorant prejudice, but we really cannot see the necessity for this Baptist institution, with its Wordsworthian simplicity of numbers, and its expenditure of Rs. 13,966 per annum on the partial education of seven students. Possibly it is in the matter of expenditure therefore that this college "is steadily coming to the front", a remark of the Director's which we cannot otherwise explain. The general standard of University Education in Burma is perhaps best appreciated if we note that it is still in the stage where one professor does Latin and English, and another Logic and Mathematics. Coming to Secondary Education, the chief advance has been in Vernacular Middle Schools, which have increased eight-fold during the five years under review, the number of their pupils having increased five-fold. The VII Standard, or Lower Secondary Examination, has had to be made more difficult. The figures given for the passes in this examination are of little use in enabling us to test the work of individual schools, as we are not told the size of the classes or even the number of students sent up for examination, but the Rangoon Collegiate School heads the list as far as numbers go. The Director points out that where the school is well-managed the results are uniformly good. We would suggest that the Department ought to see that *all* schools *are* well-

managed, and not give grants unless it is fully satisfied that the management is good. It is not fair to the taxpayer to spend his money is helping bad schools to give a bad education. Prome Municipal School is instanced as an exceptionally successful institution.

On Secondary Education for boys the total annual expenditure has gone up from Rs. 3,71,000 to Rs. 4,70,000, and the average number on the rolls from about 10,000 to over 19,000.

Turning to Primary Education, we find a decided increase in attendance from over 127,000 to nearly 144,000, and in the number of schools, especially in the case of Public Schools under private management. Burmese indigenous schools have increased 10 per cent. in numbers, 12 per cent in pupils, 76 per cent. in Upper Primary passes and 66 per cent. in Lower. Most of these schools too are monastic. With regard to schools for special races we should note an increase of 9 per cent. in Karen schools, a three-fold increase in Mohammedan schools, and the opening of a Tamil, a Chin, and a Kachin school by the enterprising American Baptist Mission. The Director is somewhat severe upon the staff of Primary Schools, especially that of Vernacular Schools, and upon the evil custom of putting the lowest paid teachers in charge of the elementary classes, which, he says, "is the surest way to give the pupils of that standard the worst training in English". The monks too are a bit heretical in their educational methods, but steps are being taken to remedy this defect. The Director is also rather severe on Managers: "The ordinary lay school manager", he says, "is not unfrequently a man who is unable to earn his livelihood in any other way. He opens a school and is always sure of a certain amount of support, no matter how incompetent he may be". But the Report goes on to remark that such a man is not so likely to get recognition now as formerly. For this we are thankful.

The Pupil Teacher system, a risky one at the best, has been introduced, with carefully drawn regulations to prevent abuses, and we hope that the Deputy Iuspectors will give the closest supervision to it, as the Director reminds them that this is very necessary.

Overcrowding and imperfect sanitation are two chief defects in primary schools, and the Director suggests that when new villages

are laid out, a space should be reserved for a school. Maps and books are badly wanted for Vernacular education. Map-modelling in clay has been successfully introduced in some schools. We wish we could say the same of Madras.

Alluding to Discipline, the Director is again severe upon the Vernacular schoolmaster. The "babel of voices" and "discordant noise" coming from the vernacular lesson are indeed more or less familiar in India too. "*It is,*" he continues, "*in attention to details that the average schoolmaster is wanting.* Pupils leave school without permission, parents call their children out of school without thinking of asking the master, boys copy from one another—all this calls forth no remonstrance", still discipline is improving, and we in India are not so far ahead in this matter as to scorn the difficulties that beset the introduction of primary education on Western methods in an Eastern country. English Composition and Burmese are appearently the weak subjects, especially Burmese which is apparently very badly taught.

In Burmese Indigenous Schools there has been most satisfactory progress under every head. This is, in Upper Burma, largely due to the monks, who have heartily seconded the efforts of the Department.

Coming now to Special Instruction, which is divided into three, Training Schools for Teachers, Technical Schools and Professional Schools, we note a distinct, though not invariable increase in schools and pupils. Training Schools have increased from 5 to 6 in number and their pupils from 164 to 242. By far the larger number of these are aided Normal Schools supported by Missionary enterprise. The new school we note has only eleven pupils, and is situated in Rangoon where there are already two Normal schools. Surely this new addition is scarcely needed, especially when there are no Normal schools of any kind in Upper Burma.

Technical Schools are of six kinds, and we shall take them in order.

Industrial Schools: Of these there is only one in the whole of Burma and it presented only 28 students for the last examination. We trust that this state of affairs will soon be remedied and that by a judicious use of the best Burmese artisans, Burmese industry may be trained and developed as well as Burmese primary education has been fostered with the help of the monks.

It seems a shame that in all Burma but one Industrial School should exist, and that a school maintained not by Government but by the American Baptist Mission. Carpentry and weaving are the most popular subjects, but blacksmith's work, book-binding and printing are also taught.

Kindergarten and Slojd Carpentry Schools come next and are being rapidly introduced. We are extremely glad that the Director has had his way here, and believe that time will show more and more the immense importance of training young children to use their hands. We only wish that in India manual training were equally encouraged and equally appreciated, but the Indian artisan seems doomed to extinction unless the public wakes up to the absolute necessity of *making* him improve, whether he cares to do so or not. After a fair start he will continue to do so of his own accord.

And what shall we say of *Schools of Art*? Will it be believed that in all Burma, the home of the most exquisite wood carving in all the East, there is not a single School of Art? Yet this is actually the case, while the Report talks glibly of "free-hand and geometry" as if such dreary teaching of dull, spiritless line-drawing were a substitute for the art which has made Burma famous all the world over. The Burmese have great artistic capacity and little inclination for the legal and other every-day professions of the Indian student, and it would be nothing short of a crime if his undoubted artistic talent were allowed to die out for the sake of a few wretched colleges and high schools. What shall it profit a man if he gain the whole world of Government clerkships and lose his own soul? We earnestly trust that the next Quinquennial Report will not be disfigured by such a blot, and that succeeding generations will not have to blame the Burmese Government and Education Department for the loss of one of the finest of Eastern arts. Drawing we are glad to see is being encouraged, but it is not enough.

Drill and Gymnastics form another heading. In the latter case considerable progress has been made, but we note with amusement that the Director is remarkably uncommunicative on the subject of Drill. And we are not surprised. We cannot see the object of trying to drill an unwarlike people, and we see no good in wasting time by so doing. If people want to be drilled then

let them enjoy the fascinating diversion, but, in the name of the Emperor William, let us not try and drill people against their will, for not even he could do that in Burma. Above all, if the Director wants primary education to succeed with the help of the monks let him beware of drilling young teachers. To the average Oriental, Drill is a stupid and stupifying nuisance which he hates with all his soul and which does him no good whatever. Gymnastics however, having more variety, may easily become both popular and useful and should be encouraged to the utmost.

Calisthenics and Musical Drill are not quite so stupid, and are better for the muscles than the goose-step. They have been introduced in girls' schools.

Professional Schools cannot be said to be in a flourishing condition. In *Law* there are only 12 students, in *Engineering* 16. We are not sorry for the small size of the Law class, but regret the almost equally microscopic development of Engineering. The Director holds out some hope of the latter improving.

In the *Medical College* things are a little more hopeful, about 15 students completing their course every year. We should have liked rather more information as to the number of students actually on the books in any one year. We are glad to see that the hospital is becoming more and more popular with Burmese ladies, and that the Karens are specially anxious to become medical (or shall we say *medicine*) men.

Mechanical Engineering is making good progress however, there being 335 apprentices in the Railway Workshops. Of these 174 were Europeans and Eurasians, and 75 Karens.

Commercial instruction is not making much headway.

Pali as a subject for examination has proved popular owing to the hearty co-operation of the Buddhist ecclesiastical authorities. This is a distinct triumph for the Department and, what is still better, for learning, and we heartily congratulate all concerned on the excellent beginning made. No doubt these examinations may not be perfect, but anything is better than the neglect of the classical language of Buddhism, and we hope as time goes on that the *Patamabayan* Examination may be found more and more useful and popular.

Turning to *Female Education* we find unmistakable signs of progress. The number of girls' schools and pupils more than

doubled in five years. There are now over 3,000 schools, and about 32,500 pupils. In 1892-3 the percentage of pupils to girls of school-going age varied from 1.6 to 7.6 : it now varies from 2 to 9.1. The "results" are also satisfactory, and one young lady has taken her B.A. degree.

With regard to *Educational Literature* not much can be said. A few English books are being translated into Burmese, a few vernacular texts and readers are being edited, and two Burmese grammars have been produced. We regret to note that apparently nothing has been done in the way of collecting, and preparing editions of Pali manuscripts. We hope that the Burmese Educational Department will wake up to its duties and responsibilities in this matter, and follow the excellent example of Mysore in saving for posterity the heritage of the past.

Finally, we are pained to hear that the Akyab boys are unruly, a veritable stiff-necked generation that has afflicted the patient schoolmaster and got little punishment at home or in school. Can it be that there are no bamboos in Burma? Or is the rattan only used for matting and no longer for *flooring?* These are questions we leave for the Burmese Education Department to answer in its next Quinquennial Paroxysm. Meantime we must thank the Director for having written one of the few really interesting blue-books we have ever been compelled to read, which gives plenty of valuable information in a comparativily small compass, and does not plague one on every page with unnecessary and stupifying figures. Anyhow one thing is certain, that the Director and his staff have not spent much time "By the old Moulmein Pagoda looking lazy on the sea."

THE BOMBAY UNIVERSITY CONVOCATION.

The following is an extract from the report read by the Registrar:—

REGULATIONS.

Of the alteration in, and additions to, the Regulations referred to in last year's report, those dealing with the passing of examinations in compartment and with the recommendations of the "Examinations Reform" Committee have not yet been sanctioned by Government. The

suggestions of Government with regard to the diploma in Agriculture have been acted upon. The re-appearance of plague has again necessitated the suspension of the Bye-law relating to College attendance during the present term. For that same reason the Syndicate resolved that the School Final Examination of December last should be held at Kurrachee, Ahmedabad, and Belgaum as well as at Bombay, and Amraoti was added to the usual Matriculation Examination centres. The Syndicate have also resolved to hold the School Final Examination at Kurrachee, Poona, Amedabad, and Belgaum centres as well as at Bombay from 1898 onwards. The subject of the revision of the Regulations relating to the recognition of colleges has lately engaged the attention of the Syndicate and is still under consideration. Besides these there have been a few minor changes in the Regulations made during the last year.

COLLEGES.

During the year under report only one college, *viz.*, the Bombay College of Law, applied for recognition, and the Senate have resolved that it be recognised in the Faculty of Law. The resolution of the Senate has been forwarded to Government with a view to authorization under Section XII of the Act of Incorporation.

ENDOWMENTS.

Of the offers of endowments which were under consideration this time last year, those made for the foundation of the Framjee Sorabjee Bhavnagri Scholarship (Rs. 6,000), Uttamram Natbheram Mehtaji Prize (Rs 5,000), have been accepted.

An offer of Rs. 6,000 from the Dr. Theodore Cooke Memorial Committee for the foundation of a prize in Dr. T. Cooke's name was made during the year and has been accepted.

The following offers have lately been received and are under consideration by the Syndicate :—

An offer of Rs. 6,000 from Messrs. Abdul Cayum Ebrahim Nurdin and Nurdin Ebrahimji Nurdin for the foundation of a scholarship in the name of their father the late Shet Ebrahim Nurdin, J.P.

An offer of Rs. 6,000 from the subcribers to the Narayen Mahadev Parmanand Memorial Fund for the foundation of a prize in the name of the late Mr. N. M. Harmanand.

During the year the University resolved to accept an offer of Rs. 5,000 from the sons of the late Sir Mangaldas Nathubhai in full satisfaction of its claim as residuary legatee under the will of their father. Up to the close of the year the steps necessary to give legal effect to the compromise have not been concluded.

As regards the protest against the withdrawal of the Gilchrist Scholarships from the Indian Universities, referred to in last year's report, the Trustees have replied that they are unable to alter their decision. The Syndicate have, however, asked the Government of India (though the Bombay Government) to see that the rights of the Indian Universities are not infringed.

GOVERNMENT GRANT.

With reference to the Senate's protest against the withdrawal of the annual Government grant, Government have replied that the decision to withdraw the grant cannot be modified.

THE GOVERNOR'S SPEECH.

H. E. Lord Sandhurst, who was received with cheers in addressing the assembly, said :—

Mr. Vice-Chancellor and Gentlemen.—Circumstances of one kind or another, with some of which you are only too familiar, have hitherto made it impossible for me to preside at your annual Convocation. I am now able to be present among you and to address you in the capacity of Chancellor. The report which we have just read records the events of a year of unexampled suffering and misfortune, yet we may congratulate ourselves upon the fact that our work has gone on without interruption, and that the stream of private benevolence, to which we have owed so much in the past, has not ceased to flow, in particular. I think we may all feel gratification at the settlement under which the University is enabled to profit by the munificent bequest of the late Sir Mangaldas Nathubhai. We have, however, to mourn the loss of not a few distinguished Fellows and graduates. The Educational service of Mr. Vaman Abaji Modak, C.I.E., the scientific attainments of Dr. J. C. Lisboa, and the many-sided public activities of Mr. Javerilal Umiashankar Yajink and of Mr. Abdullah M. Dhramsi were too well-known to make it necessary to say more than that their places will not easily be filled. Yet we may hope that amongst those who have to-day been admitted within the inner circle of graduates there may be some who will keep the lamp of science burning, of some who will take a leading part in the practical activities of this great city. My own personal experience has been more of a practical than of an academic kind, and for this reason it is not my primary purpose in this address to speak of our University in its aspect as an institution for the encouragement of learning and research as ends in themsleves. I wish rather to deal with its functions in relation to the average student, at the last step of an educational ladder which is intended to lead him up to his work in life. That this aspect of the question

was kept in view by the founders of our University is clear from the language of the preamble to the Act of Incorporation in which the purpose is stated as "the encouragement of Her Majesty's subjects of all classes and denominations within the Presidency of Bombay and other parts of India, in the pursuit of a regular and liberal course of education." It is indeed, in this way that every University influences the majority of its members. It is not given to many to pursue knowledge for its own sake, and it is but to the few that we look for new discoveries or achievements in science or letters. What we do expect, or least what, if our educational system is what it should be we have a right to expect, is that its most finished product should be a man of trained intelligence and formed character, ready to undertake any duty which his position and work in life may impose upon him. The education which we set before us as an ideal should be "regular" that is, systematic and well ordered, and "liberal" *i.e,* such as to fit its recipients for the citizenship of a civilised community. In order that it may be systematic it must be directed by experienced teachers, and its various stages must be so co-ordinated that the pupil may pass through the whole course without repetition or waste-power. If, again, the education we give is to be "liberal" in the sense I have already explained, we must provide for the training of the character as well as of the intellect, for the will requires discipline not less than the mind, and the development of the intellect without the strengthening of the character is more dangerous than ignorance itself. This general training of the whole man is the "discipline' that our educational system has to aim at, and it includes far more than keeping order in the school-room. Life in a civilized society requires an amount of self-control and self-denial, which we do not recognize only because they have become habitual, and if we are to train up the young to be good citizens, we must exercise them also in the practice of these virtues. No successful system of education has neglected or can afford to neglect such training. Under the ancient Hindu system the young Brahmin had to undergo a severe and long continued discipline of the will as well as of the mindbefore he was permitted to enter upon the duties of secular life. Some of us may think that that system expected too much of ordinary human nature. But the ideal as set before us with its reverence for the teacher and for the aged, its rules of self-denial and its minutely prescribed duties shows at least that to the men who established its education, mean more than the imparting of knowledge. But, if discipline and restraint are necessary even when the social and the intellectual impulses are in harmony and not in conflict, they are more especially needed where the young scholar is exposed to the influence of two divergent civilizations. The new learning of the West may act

either as a stimulant or as a poison ; it may either broaden and deepen the mind and the character, or it may dissolve the old beliefs and the old morality without creating anything in their place.

THE TENDENCY OF MODERN EDUCATION.

Now, it is our duty to ask ourselves whether we have kept before us with sufficient clearness the ideal which was present to the minds of the founders of the University. I am of course aware that in its practical working the University takes cognizance chiefly of the intellectual side of education. But I am addressing you now, gentlemen, as the representative of all those educational activities in which so many of you take a leading part, and I would urge upon you that the training of the character is at least as important as the development of the intellect. It seems to me that there are indications that in some cases the education given in our schools does not inculcate that respect for order and authority, and that self-control and self-restraint which are required in the members of a civilized community, I have in particular noticed a tendency to permit and even to encourage schoolboys to take a part wholly unsuited to their age in public movements. This tendency is harmful both to the boy and to the cause which he is induced to take up; to the boy because it leads him to exaggerate his own importance and the maturity of his own judgment and to the cause because no public body that depends on the support of children can be treated seriously. Those who encourage persons *in statu puppillari* to take part in public affairs forget that the years of minority are a time of preparation, a time of discipline, a time of restraint. The boy is learning to be a man, but is not yet a man. To use the old Hindu terms, he owes the duties of the student and cannot yet claim the privileges of the householder. I need hardly point out that for the teacher no less than for the scholar, there are questions of a controversial character which are out of place within the walls of the school-room. And the master who endeavours to instil into the minds of his pupils his own personal views of current topics in reference to which there is unmistakably a division of opinion amongst thoughtful men, is betraying the trust in thus taking undue advantage of the immaturity of those committed to his charge. In this country, where the community is so broken up into sections with divergent habits and interests, many of whom are peculiarly sensitive in regard to any circumstance, out of harmony with tradition or their own limited experience, the responsible instructors of youth are more especially bound to take care that in the performance of their duty they do nothing to encourage disunion or dissension, whether in the family, the community, or the State, and to set an example to their charges of

moderation and circumspection in all mathers of conduct. This, then, seems to me to be a direction in which there is room for more attention and care on the part of those who are charged with the management and control of our educational institutions.

INDIAN SCHOLARS.

Of the other side of educational work I cannot claim to speak with the same authority as some former Chancellors. My career was to have been in the army which I entered at an age before most young men enter Oxford or Cambridge. But do not imagine that for this reason I undervalue those academic distinctions for which it has not been my fortune to compete, or that I would urge any of you who have the bent and the opportunity to do anything but make the fullest use of them. In many directions there are vast fields waiting for the labours of the scholar and the man of science. Some of the members of our own University have already gleaned rich fruit, but many more workers are needed before the full harvest can be gathered in. For instance, in the field of Sanskrit scholarship and Indian archæology, your opportunities are far greater than those of European scholars, and you could wish for no better guidance than to follow the footsteps of a Bhagwanial Indraj, a Telang, or to name one who is happily still with us, a Bhandarkar. The recent assembling in this country of distinguished astronomers from all parts of the world should draw our attention to the vast regions of science that lie open to research. There is room in the ranks of scientific workers for many a Bose and many a Naigaumwala, and I may be permitted to express a hope that such may be found amoug those of you who have to-day received the rewards of your scholastic labours, and to whom it is now my pleasing duty to offer my congratulations. I would ask you, gentlemen, to regard the degrees that have been conferred upon you, not as mere passports to employment, not yet as mere empty titles. They are tokens that you have received the best that our educational system can give, and that you enter upon life with an equipment which, if you make a right use of it, will fit you for any career that may lie before you. It is true that in a certain sense all life is education, and every man's past is a preparation for his future. But you in special have received an education regular and liberal, such as our founders had in mind ; and this if it imports special advantages, involves also special responsibilities. It rests with you to show in your future careers that you are not unworthy of the distinction you have received, remembering that a man is not to be judged by his wordly success alone, and that if all cannot reach eminence, each of you can at least set before himself a high ideal. (Loud Cheers.)

The Convocation was then dissolved, and the Chancellor, followed by the University authorities, left the hall in the same order as they had entered it. The Chancellor was loudly cheered as he passed through the hall and from the gardens into the University Library building.—

CALCUTTA UNIVERSITY CONVOCATION.

Conferring Degrees.

A Convocation of the University of Calcutta for conferring degrees was held in the Senate House, College Square, on Saturday afternoon 19th February. His Excellency Lord Elgin, who is Chancellor of the University, was present. In all there were no less than 776 degrees conferred, of which 2 were D.L's ; 85 M.A's ; 403 B.A's ; 251 B.L's ; 5 M.B's ; 24 second L.M.S's. and 6 B.E's. Two young ladies—one Miss Sarala Sen, and the other Miss Ida Constance D'Cruz—were among those who received the B.A. degree, while another young lady, Miss Hemaprabha Basu, received the M.A. degree. One honorary degree was given, namely, that of Doctor of Law, which was conferred upon Dr. Mohendro Lal Sircar, for his distinguished work as a scientist. At four o'clock the Hon. Mr. Justice Trevelyan, the Vice-Chancellor, and the Fellows proceeded to the entrance hall to receive His Excellency the Chancellor. On the arrival of His Excellency Lord Elgin, a procession was formed in the following order and entered the hall :—The Registrar, members of the Syndicate, His Excellency the Chancellor, the Hon. the Vice-Chancellor, *ex-officio* Fellows, and the remaining members of the Senate in order of seniority. The Hon. the Chief Justice of Bengal occupied a seat on the dais to the right of the Chancellor, who had on his left the Vice Chancellor and the Hon. Major-General Sir E. H. Collen, the other members of the Senate occupying seats on the platforms to the right and left of the dais.

The Vice-Chancellor having declared the Convocation open, presented Dr. Mohendro Lal Sircar, C.I.E., to the Chancellor, who conferred upon him the Honorary Degree of Doctor in the Faculty of Law. Each candidate for a degree was then presented to the Vice-Chancellor by the Principal of the College at which he had studied or by the President of his Faculty and the Vice-Chancellor gave each candidate the diploma of the degree, saying "I charge you that ever in your life and conversation you show yourself worthy of the same."

THE CHANCELLOR'S ADDRESS.

My first and principal duty this afternoon is to congratulate those on whom the University has just conferred its degrees. I am afraid I must now rank among those who look back to their University days through a lengthening vista of years. But I can assure you that you have my active sympathy in the perils which so many of you have just surmounted. Memory still recalls the dread ordeal of the past and the anxiously awaited approach of the Honours examination, and I think in after-life one cannot altogether forget the awe-inspiring presence of the examiner, the sigh of relief with which the interview with him terminated, and the manner in which the judgment we formed of him varied considerably, as his judgment of our capabilities was in accordance with or differed from our own. But I think there is one respect in which we who look back can appreciate better than you who are in the thick of it. I think, perhaps, we appreciate more even than you can do the difficulties of an examination and the extreme value of the importance of that period of his life which a young man spends at the University. It is then that the book of life is unfolded before him, before he is called upon in a respect to undertake its responsibilities. I can make no better remark to those young men and young ladies on whom the University has to-day conferred their degrees than that they have made good use of these opportunities, and that they recognise that the honour conferred upon them carries with it a corresponding obligation. The degree of the University which you have gained is a badge that the honour of the University is entrusted to your hands, and I can assure you that it is no empty form in which we adjure you that in your life and conversation you should show yourselves worthy of the same. Mr. Vice-Chancellor, I should like to offer my personal congratulations to two gentlemen on whom the University has conferred its degree. Last year I had the pleasure to admit to the degree of Honorary Doctor of Law, Sir Alfred Croft in recognition of the eminent services to education which he had rendered. It was great pleasure to me when I found that the gentleman who was designated for a similar distinction this year was a gentleman of Bengal. I think that the University has chosen a very appropriate occasion for conferring on Dr. Mohendro Lal Sircar the honorary degree of Doctor of Law in recognition of his eminent services in the cause of scientific enquiry. As you are aware, India has just been visited by a large number of gentlemen of high distinction in science, whom, I am sure the University would have been proud to welcome here to-day had that been possible. It is a coincidence that in talking to one of the most distin-

guished of them, Sir Norman Lockyer, the other day, he pointed our to me the very great advantage which obtained in India for an observe of astronomical science. It has occurred to me since that the events of the past year may show that there are other matters for scientific enquiry of which in India we are peculiarly ignorant. Certainly, during last year we have been able to observe convulsions of nature on a scale which is almost without parallel. And we know that millions of our fellow-subjects have been suffering from privation from causes of which, we may say, the investigator has yet much to investigate and determine. I congratulate, therefore, the University, as well as Dr. Mohendro Lal Sircar, on the occasion which has been selected for conferring upon him the honorary degree of Doctor of Law. And, Mr. Vice-Chancellor, I should not like to pass by without also a word of personal congratulation to one other gentleman, Mr. Sarat Chunder Banerjee, who has won for himself in the arduous examination which I believe precedes that degree—the degree of Doctor of Law. And if I may venture to do so, I should like to include in that category his distinguished father. I am sure it will be gratifying to every member of the University that the son of a former Vice-Chancellor has shown himself thus capable of following in the footsteps of his father, and we all wish for him an equally honourable and distinguished career. Ladies and gentlemen, my duty now is to call upon the Vice-Chancellor to address you. I have reason to believe that he will be able to point to a peaceful and prosperous year for the University. And I am sure we will all admit, if that is so, there is no one to whom credit is more justly due than the Vice-Chancellor himself. Mr. Justice Trevelyan is about to seek that rest which his long and arduous services in India justly entitle him to. I know that I can, in your name, assure him that he will carry from none of his friends more sincere good wishes for his health and prosperity than from the members of this University. And, gentlemen, I have now for myself also to say a word of farewell. I have now reached the period which must come to everyone who holds my office, when he begins to do things for the last time. I have always thought it was a particular concidence that the first public meeting I attended in India was the Convocation of the Calcutta University, and it is natural, therefore, that this meeting of the Convocation of the Calcutta University should be the first on which this idea is present to my mind. I have only to thank the members of this University for the kindness with which they have ever received me. I feel I must confess I have little to show in the way of return for all that kindness. But this, at any rate, I can ask you to believe that, whether here or far away, I shall ever retain the warmest interest in all that will lead to the prosperity

and welfare of the University of Calcutta, of which I have had the honour to be Chancellor.

THE VICE-CHANCELLOR'S ADDRESS.

It is usual for the Vice-Chancellor in his address to the Convocation, to refer to the losses which the Senate has sustained by death or retirement during the year. Since we met at last year's Convocation death has claimed three of our members: Mr. Franklin Prestage, Baboo Durga Mohun Dass, and Baboo Taraprosono Roy, Rai Bahadoor. We have lost five by retirement. Mr. Prestage had been a member of our Senate for fifteen years, but his absence from Calcutta prevented him from taking part in our deliberations. He was an active pioneer of railway enterprise in this country. Baboo Durga Mohun Dass was a leading vakil of the High Court, and for many years, enjoyed an extensive practice. Speaking not only as Vice-Chancellor of this University, but also as a Judge of the High Court of this province, I can testify to the respect which all who were associated with him entertained towards him, and to the trust which the Bench and his fellow-practitioners alike confided in him. Baboo Taraprosono Roy for some years before his death held the important office of Assistant Chemical Examiner to Government. Upon his skill and upon the accuracy of his investigations issues of liberty and even of life frequently depended. I think I am justified in saying that his opinions were always given with the greatest care, and that they were always received with the utmost reliance by those whose duty it was to consider them. Of those who have retired during the past year, our late Vice-Chancellor, Sir Alfred Croft deserves more than passing mention. His services to education in Bengal are well known to all of you. Let me remind you of the terms of the Government Notification which was issued on his retirement: "Sir Alfred Croft's connection with the Education Department of Bengal has extended over a period of more than thirty-one years, and for nearly twenty years he has been employed as Director of Public Instruction. The advance of education in Bengal during his tenure of office has been great, and has been largely due to his fostering care. His powers of organization have been continuously brought to bear upon every branch of this great Department, which will long bear the impress of his mind and will. By his retirement the Government of Bengal loses a most accomplished, able, and devoted public servant, and the natives of Bengal a true and judicious friend." The members of this University are, I am sure, fully prepared to endorse every word of this Notification. From 1872 Sir Alfred Croft was member of our Senate. He officiated as Registrar in 1876. He was President of the Faculty of Arts in 1878,

1882, 1886, and was our Vice-Chancellor for three successive years. This is indeed, a record of pre-eminently valuable work done for this University. To show, to some extent, our appreciation of the debt owing to him, we have conferred upon him the only honorary degree which it is in our power to bestow. I trust that he will receive the reward which he himself would prefer, namely the regard and affection of those for whom he laboured so long and so well. Sir Alfred Lethbridge had been a Fellow of this University since 1879. He has now retired after a long and distinguished public career in this country. As Inspector-General of Jails he did much to ameliorate the condition of the prisoners, and the beneficial reforms which he introduced considelably diminished the mortality in jails in Bengal. Mr. Justice Beverley's retirement has been deeply regretted by all with whom he was brought in contact. Mr. Ewbank was, at the time of his retirement, Principal of the Patna College. He had for many years done important educational work in Bengal both as a Mathematician and as a teacher of Physical Science. Behar is especially indebted to him. In spite of many difficulties he succeeded in establishing a Technical School, the want of which had been long felt. Sir George King has recently sent in his resignation of the office of Fellow of this University. He was at one time President of the Faculty of Medicine and has been a Fellow for over five-and-twenty years. His reputation as a botanist is world-wide. His work in India has placed him high in the formost rank of the botanists of the age. It is impossible for me in the short time at my disposal, to attempt to do justice to that work. I need only refer to that portion of his labours, which has conferred the greatest benefits upon the people. He also organized the cultivation of cinchona so as to enable the Government of Bengal to place within the reach of the poorest peasant, the valuable remedies against malaria which cinchona yields. This concludes the list of our losses by death and retirement. I have a few words to say as to the work done by us during the year. His Excellency the Chancellor when he addressed us last year exhorted us to pursue a policy of advance. Although perhaps we cannot claim to have initiated any remarkable measure of progress or reform, the record of the work which we have done both in the Senate and in the Syndicate shows that we are awake to the necessity of maintaining the high position at which the University has arrived. Last month we passed rules, the effect of which will be to secure greater uniformity in our examinations and to remove defects which have been for a long time apparent, but for which until now no practical remedy has been contrived. The proper moderation of examination papers is now provided for and the chance of errors in the questions is reduced to a

minimum. Considering the large number of papers which have to be set in every year, it is a matter of congratulation that fault has so rarely been found with them. The simple rules which have now been framed will, I have no doubt, work well in practice. I desire on behalf of this University to express our gratitude to those gentlemen who were instrumental in bringing about so desirable a result. Before leaving the subject of examinations, I should like to refer to a controversy which I hope is now finally set at rest. In 1890 a Committee of the Syndicate reported that the lesson to be drawn from certain events which were then recent and had occasioned the appointment of the Committee, seemed to them to be that thenceforth no gentlemen should be appointed to set an examination paper on a subject of which he teaches the whole or a part. The Committee which made that report was composed of Mr. Justice Gooroo Dass Banerjee, Sir Alfred Croft, Mr. A. M. Bose, and Mr. Tawney. The names of those gentlmen sufficiently guarantee the wisdom of the recommendation which they made. Their report was then adopted by the Syndicate, and this particular recommendation was at a subsequent date discussed by the Senate and affirmed. Having regard to their recommendation and to the authority of those who made it, there should not, except perhaps in the case of the most urgent necessity, be any departure from the principle that a gentleman should not be appointed to set papers for the examination of those whom he is teaching, or is likely to teach in the same subject. Even in the event of such necessity, the Senate will, I have no doubt, hesitate before they will be induced to admit any exception to this rule. It is necessary for me to refer to an event of some importance to this University, namely, the endowment of a chair of Vedantic Philosophy by the munificence of Baboo Sir Gopal Bose Mullick. That gentleman has bound himself to give an annual sum of Rs. 5,000 for a period of five years to provide for the salary of the professor and for other expenses connected with the lectures. We are furtunate in having been able to secure the services of the eminent Pundit Mahamahopadhyay Chandra Kanta Tarkalanker as the first incumbent of this new professorship. The pundit delivers his lectures in Bengali, but before long you will probably see what I consider to be a remarkable use of English education, namely, Hindoo philosphy being taught to Hindoo students, by the choice of the teacher through the medium of the English language. Although to some extent the institution of this professorship is an innovation, it is consistent with the strict religious neutrality to which we are bound. Hindu philosophy, although its principles are claimed to be derived from the gods, can be treated apart from the tenets of the Hindoo religion, in the same way as the teaching of European philoso-

phy is unconnected with the teaching of Christianity. The teaching of Hindoo philosophy is not any way out of keeping with the system of education to which we are committed. In the memorable despatch of the Court of Directors which ordained the institution of the Indian Universities, we find the following: " We are not unaware of the success of many distinguished Oriental scholars in their praiseworthy endeavours to ingraft upon portions of Hindoo philosophy the germs of sounder morals and of more advanced science, and we are far from underrating the good effect which has thus been produced upon the learned classes of India who paid hereditary veneration to those ancient languages, and whose assistance in the spread of education is so valuable, from the honourable and influential position which they occupy among their fellow countrymen. But such attempts, although they may usefully co-operate, can only be considered as auxiliaries, and would be a very inadequate foundation for any general scheme of Indian education." Now that 40 more years have passed and that English education has taken firm root in this country we may well expect that from no quarter will exception be taken to the teaching of Hindoo philosophy, and that that teaching will not be behind the general advance of education. The endowment of this professorship recalls to us the princely bequest made to this University by Baboo Prosono Coomar Tagore, and the gift of two lakhs of rupees made in 1866 by Mr. Premchand Roychand for the endowment of studentships. In these days of distress, when famine and earthquake have so severely tried the generosity of men of wealth, it is impossible for us to expect any great access of fortune. Let us hope that in times of greater prosperity the needs of this University will be recognized, and that professorships and scholarships, especially in aid of scientific research, will be amply endowed. There is also much to be done for institutions connected with the University. The University Institute, which is doing most valuable work amongst the students by giving them wholesome recreation and instruction in their leisure hours, is like many other institutions, much in need of funds for its proper development. The Convocation this year and that of last year differ from their predecessors in that we have been exercising our powers of conferring honorary degrees. I should like to take this opportunity or expressing my opinion with regard to the exercise of those powers. For many years after the establishment of this University it had no power to grant honorary degrees of any kind. It could in no case confer a degree except after a prescribed examination. In consequence of a desire to associate the name of the heir to the throne with this University on his visit to Calcutta, an Act was passed in 1875, giving to the Syndicate, with the provious consent of the

Chancellor, power to confer any acadamical degree on any person without requiring him to undergo any examination for such degree, provided that the Vice-Chancellor and not less than four other members of the Syndicate should certify that such person was by reason of eminent position and attainments fit and proper person to receive such degree. Acting on the power thus conferred upon them, the Syndicate in 1876 granted the honorary degree of Doctor of Laws to H. R. H. the Prince of Wales, Professor Monier Williams, the Rev. Krishna Mohun Banerjee, and Baboo Rajendra Lall Mitter. In 1884 the law was altered, and as the law at present stands, the only honorary degree which can be conferred by this University is that of Doctor in the Faculty of Law. A slight change was also then made in the conditions of the appointment. From 1876 until the beginning of last year this law was a dead letter, although there were many persons both here and else where who were not only qualified by position and attainments to be admitted to honorary degrees but whose names on the list of our graduates would confer honour on our University I am not aware why, for so long a period, no honorary degrees were conferred. I can only suppose that the omission was due to a worthy desire to enhance the value of the degree. In my opinion this power was given to us for use and, when it should happen that there be a person qualified in terms of the Act for the degree, and he be one whom we would wish to honour, we need have no scruple in exercising our power. To have omitted to recognize to the utmost of our capacity the services of Sir Alfred Croft to which I have already, referred, would have been far from creditable to us. The degree which has been conferred to-day upon Dr. Mohendro Lall Sirkar was unquestionably his due. The help which he has given to the promotion and better knowledge of science in Bengal by the foundation and maintenance of the Indian Association for the cultivation of Science of itself deserved this recognition. In conferring this degree upon him, we are not merely honouring his labours in the cause of science, we are also endeavouring to repay to some extent the debt which we owe to him. For many years, in spite of the many calls of his professional work, he devoted much of his time to our service. For ten successive years he was a member of our Syndicate and frequently acted as its President during the absence of the Vice-Chancellor. He was also for four successive years President of the Faculty of Arts. From time to time, in their addresses to the Convocation, the Vice-Chancellors of this University have described the progress of English education in this country and its effect upon the people. I can only speak with any pretence of authority as to its operation upon the administration of the law in Bengal. It is beyond question that the introduction of the traditions

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of British justice through the medium of English education has increased the confidence of the people in the decisions of the Courts. The marked improvement in the attainments of the subordinate Judiciary and, what is equally important, of the Bar practising in the Courts, has been in a great measure due to the work done in our Colleges and in our University. The Vakil Bar of the High Court is entirely recruited from the ranks of our graduates, and in all the important districts, a large number of the practitioners are also graduates of the University. Moreover, no one is admitted to the examination for pleaders in Mofussil Courts unless he has passed the First Arts Examination or an equivalent examination. This, to some extent, ensures that practitioners should have received a competent education, but now that the supply of Bachelors at Law is so large, authorities might well consider whether the time has not arrived to further improve the qualifications of mofussil pleaders. If only Bachelors of Law were admitted as pleaders in Mofussil Courts, the standard of the Bar would be higher both in general education and in legal knowledge, and a distinct advantage would be gained by the public. I think we can safely guarantee the supply. At the last examination, out of 490 candidates who applied to be examined, 453 attended throughout the examination and 251 passed. These numbers are much higher than at any previous examination; and they show that the profession of the law in this province was never more popular than it is at present. A danger, however, may arise from this great popularity, namely, that competition will compel those who are in want to break the rules of their profession and to be a hindrance rather than an aid to the administration of justice. By raising the standard of the qualifications, the excess of the supply over the demand would be prevented, and any danger of the province being overrun by ignorant and necessitous lawyers would be averted. There is, as I have said before, little of note to which I need refer, I will detain you but a short time longer in which I follow our usual custom, and address a few words of counsel to those young men who have just completed their course of University education, and also to those who still remain in our colleges. Young men, I wish to impress upon you to-day the importance of realizing the responsibilities which you take upon yourselves at the commencement of your college career, and also on taking your degrees. While in college you must remember that each one of you not only owes a duty to himself he owes a duty to his fellow-student, a duty to his college, and a duty to the University. For your own sake you must put all your force into your work. You must make the most of the opportunities which a college career affords to you. You will never enjoy similar opportunities of improvement and education in after-life.

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If you neglect those which are now afforded to you, you may long and bitterly regret the loss of them. You must now do all that in you lies to render yourselves useful and honourable members of society. To your fellows you owe much. The golden rule "Do unto others as you would they should do unto you" will solve every problem of your relations with your fellows. Before judging them and their actions, you should for a moment put yourselves in their place, and strive to realize how you yourselves would have acted under similar circumstances. Only if you can fully satisfy yourselves that you yourselves under similar circumstances would have acted differently are you entitled even to criticise them. The capacity of sympathy is indispensible to judgment, complete sympathy is as necessary to the proper performance of your duty to your fellow as it is in other relations of life. You have further the duty of furnishing a pattern to those who are junior to you. The example of his senior will often furnish a reason or an excuse to a junior in his choice between good and evil. By a word in season you may be able to turn the career of one of your fellows into a better path and thus completely alter the character of his life. To your teachers you owe a duty of obedience and respect, and to your college one of gratitude for the advantages of education which it has placed within your reach. You also owe the duty of maintaining the good name of your college and of the University. This is an obligation which must remain with you continually in after-life. As the work of each one of you be for good or for evil, to that extent will the good name of the University prosper or suffer. It will share in your triumphs and in your reverses alike. It is for you alone to ensure the certainty that it will never regret having sheltered you. If without thought of favour or reward, your duty be the only star that guides you it is certain that your lives will be the happier and that when you lay aside the work which has fallen to your lot, you will be able to view the past with content. In the name of this University, I wish God-speed to each one of you who are leaving us. The Vice-Chancellor then declared the Convocation closed.

TEACHER'S GUILD COMPETITION.

The following prizes are offered for competition to members of the Madras Teachers' Guild or affiliated Associations:—

(1). The best lesson written in English on *Thomas à Becket*. Not to exceed 1000 words. For High School Teachers. Rs. 10. Examiner—Rev. F. W. Kellett, Madras Christian College.

(2). The best lesson written in English (vernacular phrases in explanation being permitted) on the poem "Life", Lesson XIX in the Third Orient Reader. Not to exceed in all 700 words. Rs. 5. For Middle School Teachers. Examiner—M. R. Ry. S. Rungiah Chetty, B.A.

(3). The best written Christian College Object Lesson in Tamil on *Paper.* Limited to 500 words. For Primary Teachers. Rs. 3. Examiner.—M. R. Ry. T. R Ramanatha Aiyar, Mylapore.

The papers must reach the Examiners *on or before* April 15th. They cannot be returned. They must be accompanied by a statement of the name, school, and grade of the competitor.

REVIEWS OF BOOKS.

Elements of Physics and Chemistry for the Fourth Form, by P. S. Raghava Chariar, B.A., L.T., Assistant, Pachaiyappa's College, Madras. Madras: *P. Varada Charry & Co.*

We have been asked to review this small book, and though its perusal creates a strong disinclination for the task, we nevertheless comply with the request in the hope that a useful purpose may be served by expressing our candid opinion about it.

The title-page informs on that the author is a graduate—a double-barrelled graduate, of the Madras University. When graduating in Arts, Physics and Chemistry were the optional branch in which he qualified, he must therefore be credited with a knowledge of something more than the rudiments of these sciences; while his possession of the L. T. degree stamps him as a proficient in the art of teaching, and consequently capable of imparting the knowledge he has acquired to others. These degrees, if not the highest qualification for writing an an elementary text-book on physical science, ought, at least, to be a guarantee that their holder will not be guilty of printing and publishing absolute rubbish, let us see whether and to what extent these legitimate expectations are realized. Science, he teaches in his first paragraph, means an accurate knowledge of the objects of Nature. The world we live in is called Nature, he goes on to explain, while the sun, the moon, and the stars are among the objects of Nature. This is a fair specimen of the confusion of ideas and ignorance of the correct use of words which run through the whole of the book. Accepting the restricted meaning he places on the word science, and agreeing that it implies accurate

knowledge of some sort or other, it is astonishing how the author never seems to realize that no accurate knowledge of any kind can be acquired except by accurate thinking or conveyed except by accurate language. Judged by this standard, there is scarcely a sentence in his book which does not prove that he has yet to learn what the real meaning of science is. A few examples may be given, selected at random, of what the author regards as accurate knowledge. In the chapter on Motion and Rest, he endeavours to explain the meaning of forces, and this is how he goes about it: "If you want to make a body at rest move, you have to exert a little, you have to take the body in your hand and throw it forward or backward. In so doing, you have to spend a little of your strength. The strength which you have to spend before you can put the body in motion is called force." In another place the escapement of a clock (which he says is an instrument for shewing time) is described in the following equally lucid language:—"The motion of the pendulum is communicated to a metallic rod with which is connected a peculiarly-shaped metal with two projections. There is a wheel placed between these two projections. When the pendulum moves, this wheel also moves producing the ticks you hear." Elsewhere we learn that the 80 degrees of Reaumer's (*sic*) thermometer correspond with the 212 of Fahrenheit's; that all substances expand on heating and contract on cooling, and can be changed from the solid to the liquid or from the liquid to the gaseous state by heating them; that a magnetic needle "suspended freely on a point" points exactly north and south; in fact, there does not appear to be a single physical fact which he is capable of stating without the introduction of an inaccuracy of one sort or another. The experiments are numerous, and in many cases, illustrated by cuts which betray the local artist and which are, no doubt, intended to be explanatory of the text. Occasionally they fail in their object, but where they are not instructive, they are invariably amusing. Neither are the experiments themselves in all cases happily conceived. The student who dropped a stone from any height in order to observe that it moves faster when it comes near to the earth, and so prove the acceleration produced by gravity, would cultivate the faculty of imagination more than that of observation, but he would not be likely to hurt himself or, if the stone were not too large, anybody else. But if the same student attempted to prepare sodium amalgam with no more explicit instructions than those supplied by the author, he would run considerable risk of poisoning himself or blinding himself, or both. This is what the book says:—

"Make some amalgan or mixture of sodium and mercury and put it into a vessel of water," Now this is a substance, the preparation of

which should not be undertaken by an inexperienced person of any age, and to submit it to a young schoolboy would in all likelihood, be the first step to a coroner's inquest. That certain experiments are attended with risk the author appears to be aware. Phosphorus is a dangerous substance, he says, and should not be touched, but in face of this warning, he directs the student to put a piece of dry phosphorus in a China dish and set fire to it. How he is to cut off a piece of phosphorus, dry it, and put it in the "China dish" without neglecting the injunction, he omits to say. But these are just the very things in which elementary students need instruction if they are to acquire any real knowledge of the properties of matter, and they are just the very things of which the author shows himself most ignorant. He describes experiments which he has not only never performed himself but which he has never even seen performed, and has only read about in some text-book. He goes still further, and describes experiments he has never even read about. For nothing can be more certain than that a person who had mastered the rudiments of chemical theory, even though his knowledge had been derived exclusively from books and had not been vitalized by contact with the phenomena described in them, would never attempt to prepare oxygen by heating oxide of copper in a glass tube over a spirit lamp, or to obtain crystals of soda and of copper sulphate by evaporating a solution of the two substances. Yet these are two of the experiments which the author directs the student to perform. Discoursing on the subject of solution of solids, he states that some substances dissolve in water, some do not dissolve, and a few dissolve only a little, while insoluble substances simply float in water. When a chemical compound is formed, heat and light are produced, and with the help of our tongues and noses we may see that oxygen and hydrogen have neither taste nor smell. These are a sample of what the author imagines to be elementary, and nonsense of this sort proves, if anything can prove, that he is devoid of even that secondhand knowledge which text-books of science supply, and has undertaken to instruct others in a subject of which he himself is yet to acquire the rudiments.

It is with deep regret that we pass these strictures. It is ever more pleasing to bestow praise than blame, and nothing would give us more genuine pleasure than to meet with a book in this department of knowledge, the work of a Madras graduate, which we could honestly commend. However elementary in scope and unpretentious in charcter, any book which afforded evidence that the author had acquired a true conception of the real objects and methods of science would be accorded the heartiest welcome and receive the most sympathetic consideration. But for such

a book we have hitherto looked in vain. Publications like the one before us have been issued in shoals, but not a single one which by exhibiting that accuracy of thought and of expression which distinguishes scientific knowledge from ordinary information has any claim to be called scientific. In this direction the teaching of science which has now existed for more than two decades in the Madras Colleges, has been entirely barren of results. Be the cause what it may, of the fact itself there cannot be the least doubt, and no better illustration of its truth could be adduced than the book we have been dealing with.

LITERARY NOTES.

LEWIS CARROLL, *Born 1832.—Died January 14th 1898.*

Lover of Children! Fellow-heir with those
Of whom the imperishable kingdom is!
Beyond all dreaming now your spirit knows
The unimagined mysteries.

* * *

The heart you wore beneath your pedant's cloak
Only to children's hearts you gave away;
Yet unaware in half the world you woke
The slumbering charm of childhood's day.

Punch.

* * *

A recent letter in the *Madras Mail* describes how the Roman populace was represented on the stage when "Julius Cæsar" was last played in London. It was not the usual tame affair of a number of people coming on the stage and getting through scraps of sentences in a mechanical manner. It was a veritable crowd, with its own passionate, impulsive ways. When Antony wanted to address the crowd, it was hooting, hissing and shouting and effectively drowning his voice. So full of enthusiasm were the citizens for the 'reasons' which Brutus had given them. It is only when he mentions that it is with the permission of Brutus he is there to address them, that he gets a hearing and then cautiously proceeding interests them more and more with what result all readers of Shakspere know.

* * *

"It is easy to see how Julius Cæsar lends itself to such treatment [the *acting* of a crowd]. Antony's speech became by far the most drama,

tic moment of the play. It was well led up to by Brutus, who came in to give "reasons" for Cæsar's murder and whose blunt logic won the applause of the mob to such an extent that they crowded round him cheered him to the echo, and were with difficulty dissuaded from following him home. At his earnest request they remained to hear Antony. Then Antony appeared with Cæsar's corpse. They hustled him, paid no attention to him, would not listen to him, turned their backs on him, strained their eyes, stood tip-toe, to catch a last sight of Brutus, talked, jabbered, laughed, till it seemed as though nothing but the return of Brutus would quiet them. The unhappy Antony was in a bad way. He shouted and gesticulated in the vain endeavour to win their attention. A few of them looked round for a moment, laughed scornfully, and redoubled their cries for Brutus. He made further efforts, and at last his promise not to praise Cæsar attracted two or three who turned condescendingly to listen, and they were presently joined by others. But still the jabbering went on, and it was not till the first part of the oration was half over that anything like respectful attention was gained. Then gradually he turned them round his finger. Their shouts of approval on his reference to Brutus as "honorable" became less and less enthusiastic, and then changed to yells of exeration. His production of the will made them anxious to hear its contents, and as he excited their curiosity more and more, while still refusing to gratify it, they became inflamed with a wild passion and prayed and implored that he would read the precious document. And so the effect was intensified at each line, till the skilful orator struck a new note by exhibitng the face of the corpse. Then such yelling execration for the conspirators, such wailings and sobbing for Cæsar as Shakespeare himself in his wildest dreams could not have imagined. And at the climax of Antony's efforts mischief was indeed afoot, and it was clear enough that Cæsar was avenged."

* * *

Mrs. Kate Morris in her article on 'Children, and Literature' in the January Number of *Education* mentions *The Jungle Book* of Rudyard Kipling, *Alice in Wonderland* and *the Water Babies* as having exercised the greatest fascination on children after the nursery stories of *Mother Goose* and *Red Riding Hood.* We cannot expect Indian children to betake themselves to such stories because of the foreign language in which the stories are written. But we should like to know if many bigger and older children who can understand the language have read the stories. These books might be judiciously introduced in the lower forms of High School classes during composition hours, and the boys, after having had parts of the narrative read out and explained to them, be made to re-write the stories. *Rikki-tikki-tavi*—we may assure our

readers—was immensely appreciated by the fourth form boys of a Madras High School.

* * *

Mr. Rudyard Kipling's short new tales for children to be published under the general title of '*The Just So Series*' bid fair to be as popular as the Jungle Books.

The same writer's second Jungle Book is being translated into German.

* * *

Sir William Roberts in his Harveian Oration (Oct. 18, 1897) makes some very interesting remarks on what distinguishes modern civilization from ancient civilization. The basis of the old world civilization was Art and Literature and the basis of the civilization of to-day is Art, Literature *and* Science. This difference in the basis brings out the essential weakness of the older stage of society, and accounts for the progessive character of modern communities Though Literature and Art have rude beginnings, yet they soon reach a high level of ideal and stop there. Homer and Sophocles, Phidias and Praxiteles are not easily surpassed. When such a high level is reached further progress seems impossible. But Science—the additional element in the basis of modern societies—contains in itself a progessive principle. It advances by a sucession of discoveries. There can be no conceivable limit to such discoveries: creating while it investigates, it produces "new chemical compounds, new combinations of forces, new conditions of substances, and strange new environments, such as do not exist at all on the earth's surface in primitive nature." Thus the weakness of the previous civilizations lay in the absence of any element making for growth and unlimited expansion.

* * *

Of "*The Story of the Nations*" Modern France, 1789-1895, by Andre LeBrun, the *Educational Times* says that the history of France in the 19th century is substantially and vigorously told and that the chapters on the intellectual life of the nation are thoroughly good reading.

* * *

Auguste Sabatier's '*Outlines of a Philosophy of Religion*,' a translation of which has been published by Hodder and Stoughton, attempts to point out a way of escape from the dilemma of science without religion or religion without science.

* * *

Henley's Preface to the *Centenary Edition of Robert Burns' Works* seems not to have satisfied the Scotch admirers of the poet, but it has received high praise in the *Academy*. Mr. W. Wallace, writing to

The Bookman, says that as an estimate of Burns' genius, it will not take its place beside Carlyle's Essay or even Wilson's, though it may be read like Stevenson's as a clever and enthusiastic *tour de force*.

* * *

If 'Robinson Crusoe' has made many an English lad take to a sea-faring life and 'The Complete Angler' made many a young lad a devotee of the rod, '*The Tribes on my Frontier*' and '*A Naturalist on the Prowl*' by Eha, a reprint of which was announced sometime back by Thacker and Co., should make their readers delighted students of animals and their ways.

* * *

A work of very great interest to educationists is 'The Herbartian Psychology applied to education,—being a series of Essays applying the Psychology of Johann Friedrich Herbart, by John Adams, M.A., (Isbister and Co.) After the preliminary matter, the 3rd chapter deals with Herbartian Psychology, the 4th with 'Initial Equality' of the minds of the learners, the 5th with Formal Education, &c. The heaviness of the book is relieved by a chapter on Jokes—pedagogic and otherwise—towards the end. The book winds up with a chapter on 'The Doctrine of Interest.'

* * *

J. F. Nisbet, in *The Academy*, raises the question, 'Did Shakspere write for posterity?' To say that he did not would argue lack of just self-judgment which in a writer of Shakspere's stamp cannot be thought of.

Dealing with the great poet's life, the writer maintains that the retirement to Stratford was scarcely voluntary. The purchase of a house near the Blackfriars Theatre did not show any intention on the part of Shakspere to retire to Stratford. The Preface of Heming and Condell rather seems to point to the fact that Shakspere intended to revise the plays for publication. Mr. Nisbet says that the early retirement to Stratford was due certainly not to the superior attractions of the society there, but to the fact that Shakspere was taken ill at the time and wanted to be nursed by his wife. The shaky handwriting as we see it in his signature to the will points also to the same conclusion.

EDUCATIONAL NOTES.

Mr. Walter Woodburn Hyde writes in *Education* (*America*) on the best method of teaching Art and popularizing it. He complains of the intensely practical character of American parents, who cannot see any good in their young boys and girls interesting themselves in pictures and statues, as the result of it all does not bring them any nearer the piling of the dollar—the one thing thoroughly appreciated in the States. It has struck us that Indian students are inclined to be too bookish and that they don't sufficiently cultivate their artistic side and thus lose much of the pleasures of life. Of late the social gatherings held under the auspices of the Teachers' Guild, and the Presidency College Literary Society, have shown that some young men among us devote their spare hours to the cultivation of their artistic side. Education will have but half accomplished its object if the artistic instincts of our young men are not properly developed. It is, we suppose, much too early to expect any systematic arrangements to be made for such purposes when the cry everywhere is that the Indian youth is getting over-educated.

* * *

In the death of Lady Phear (31st Dec. 1897) India has lost a devoted friend of Hindu Education. Lady Phear and her husband, Mr. Justice Phear, of the Calcutta High Court, endeared themselves to Bengalis by their kindness and hospitality. As Secretary to the Hindu Mahila Badyasala, she did her best to promote education among the Hindu ladies. The Bengalis showed their appreciation of her services by presenting her with an address when, in 1876, Mr. Justice Phear retired. Subsequently Lady Phear interested herself in the University Extension movement and became a member of the Exeter School Board. Though returned at the head of the poll in the re-election of members of the School Board in 1893, she was not given the Chairmanship because of her sex. She understood the educational needs of the country.

* * *

The Cambridge University Day Training College is now recognised by the Teachers' Training Syndicates as a training College for Secondary teachers. The College is open to all members of the University who have passed the Previous Examination. The conditions for obtaining the certificates of Theoretical and Practical efficiency are as follows:—The examination for the certificate of Theoretical efficiency is open to persons who have passed certain qualifying examinations or are members

of a recognized training college; (2) The certificate of Practical efficiency may be obtained by persons who, being presented by a recognized training college, have satisfied the Examiner, who will take into account reports upon the practical work done by the students. We may add that Mr. A. A. Hall, Principal of the Teachers' Training College, Saidapet, who is now on furlough, is delivering a course of lectures at the Cambridge Training College.

* * *

Sir Joshua Fitch once inspecting an Endowed School steadily declining, found Mr. A., the headmaster, enthroned in dignity at one end of the great hall, and Mr. B., the second master, enthroned in lesser dignity at the other end. The two were scarcely on speaking terms. Sir Joshua asked the headmaster how the school came to be in such a condition. "I am afraid I must refer you for an answer to Mr. B." He put a similar question to the second master who promptly recommended that the information should be sought from Mr. A.

* * *

A Director of Education for the Gold Coast Colony is about to be appointed, on a salary of £500, with leave of absence for one-third of each year, and a pension after seven years, 'if incapacitated'.

* * *

The Clark Lecturer at Cambridge, the Rev. D. C. Tovey, who succeeded Mr. Edmund Gosse, declares in his volume of 'Reviews and Essays in English Literature,' that examinations in Literature 'in any of the forms in which they are conducted by the Universities at present' are producing 'an infinite mischief'.

* * *

The most important part of the programme of the Winter Meeting at the College of Preceptors was Mr. Findlay's Lectures on the Curriculum of Secondary Schools. We propose to give a brief summary of the chief points dwelt upon by the lecturer as reported in the *Educational Times* (February.)

The Branches of Teaching.

They are five: the humanities, including history and literature; nature knowledge, including geography, natural history and physics; arts of representation, such as drawing and modelling, arts of expression, as language and music; and the abstract sciences grammar, geometry and the like.

Principles underlying the Choice of Subjects.

The first is what Mr. Findlay called *the doctrine of equipment*: the child must be equipped to earn his living; and further, in obedience to the law of progress, he must be better equipped than his father.

The second doctrine is *that of inheritance or tradition:* What the father cherished the child must learn to cherish. Then comes the third *doctrine of harmonious faculty development.* In this connection the lecturer entered a warning against blindly trusting to school psychology for guidance. Mental science has concerned itself mainly with the intellect and has not fully considered the emotions and the will. The defunct doctrine of faculties, under the guise of psychology applied to education, darkened knowledge. The teacher cannot select a certain subject and say that that he would develop a certain faculty by means of a training in a particular subject. The development of faculties is going on in the child's mind. The teacher can prepare the ground, remove obstructions and sow the seed. No effort of thought on his part can make the child think. This description of child-nature naturally led to *the doctrine of growth.* The child is not a fixed form, but a developing form, hence differentiation in selection of material is required in accordance with the stages of growth from infancy to adult life. The teacher's psychology must be acquired by personal observation of the child in the various periods of his development. Then last comes *the doctrine of concentration.* There must be some central idea round which all the subjects of teaching may be grouped.

Rules for the Construction of a Time-table.

They are rules of restraint and of sequence, and still more important, the rule of efficiency, Each branch must be allotted an adequate time or be omitted. This leads to the intensive method, by which ten hours a week might be allotted to a subject for a year, and after that much less time, or it might be dropped altogether in favour *of another subject in due sequence.*

* * *

In his article on *Teacher and Pupil* in the February Number of the *Journal of Education* (London) Mr. W. K. Hill talks of the different types of parents and how they look upon the relationship between the Teacher and the Pupil. To the *indifferent* parent the teacher is (for grown-up children) the *succedaneum* for the nursery maid. The teacher should take the pupil away from home at 9 A.M. and deliver him back at 5 P.M., having cleaned, fed and taught and if necessary whipped him into good behaviour during those hours. The *ambitious* parent wishes that the the boy should have crammed into him the maximum of knowledge in the smallest space of time possible, so that he may top the lists in examinations and get prizes and scholarships. The *fussy* parent regards the relationship to be one similar to that of the keeper and the lunatic. The *firm* parent cannot stand any nonsense, and believes in Solomon's

maxim and wishes the teacher to make the boy work by thrashing him early and often. The *idolatrous* parent can never be persuaded that its gosling is not a cygnet. The *distorted* parent has favourites among her offspring and persecutes some one of them till the victim comes to believe that his mother does not care what becomes of him. The teacher is considered by such a parent as a jailor who should keep strict watch over the juvenile felon entrusted to him and prevent his doing some i ury or other to his parent.

* * *

"Verbs of teaching govern two accusatives one of the person another of the thing; as *magister Johannem Latinam docuit*—the master taught John Latin." Thus far the Latin rudiments. When the master seeks to apply the principle in real life, he finds he can manage his double accusative only by the posession of a double knowledge: he must know Latin and he must know John. Not so long ago, it was considered enough to know Latin. . . . . . as John was either taken for granted or held to be not worth knowing. Popular belief and practice are changing, and John is entering upon a period in which he is likely to have a somewhat uncomfortable share of the master's attention. The person is for the first time coming to his proper place before his fellow-accusative, the thing.—John Adams, M.A. * *in the Journal of Education.*

* * *

The allusion in the Queen's speech to the London University question shows that legislation may be soon expected on the matter. It is really no matter for pride that the premier City of the British Empire should have so unworthy a University. *The Spectator*, writing on this question, refers to five existing types of Universities. The first type is French with strong bureaucratic and over centralizing tendencies with the attendant disadvantages of originality being strangled and free-healthy development being checked. Germany furnishes the second type. The University is in this case a free teaching institution bringing under its influence even the lower classes, with perhaps a leaning to over-specialisation, but embracing all knowledge and expressing the highest ideal of the nation's culture. The third English variety has as its basis the College which gives rise to strong attachments on the part the alumni resulting from reminiscences of school discipline and the æsthetic charm which invests the College. In English Universities there is a little too much of the school element and too little of the matured work of the student. But there is no ignoring their deep humanity, the lofty standard of life and their aloofness from what is vulgar, mercenary or partisan. The Scottish Universities though essentially teaching institutions like those

of Germany, and though their influence permeates the nation, are much too elementary in what they teach. The American type seems to combine the advantages of the German and the English Universities. Universities like Harvard and Princeton have succeeded alike in college work and maintenance of discipline and at the same time have made efficient arrangements for post-graduate studies and research. There can be no two opinions as to the desirability of London being given a University of the last American type.

INDIAN NEWS.

BOMBAY.

Professor Naigamwalla was as successful as his European colleages in his astromonical mission to Jeur. His Excellency the Governor paid Professor Naigam his due when he associated his name with that of Professor Bose—a scientist of European reputation. Mr. Naigamwalla is a Parsi gentleman holding a distinguished position in the Educational Service of Bombay.

* * *

Many of the elder generation of educated Indians will be sorry to hear of the death of Mr. Draper, M.A., formerly a Professor in the old Elphinstone Institution and for some years a Educational Inspector in the Bombay Presidency. Mr. Draper's name will carry those who remember him back to the days of Harkness, Major Candy, Drs. Sinclair and Reid and other Educational luminaries of a bygone age, whose last living representative is perhaps Mr. Dadhabhoy Naoroji. Mr. Draper died at Sorrento, in South Italy, on the 20th January He was an excellent mathematician, and will be remembered as a quiet amiable man who delighted in deeds of unostentatious charity.

* * *

The Bombay Government have awarded their sanction neither for enforcing the new University Regulations relating to the passing of examinations in part, nor for the adoption of the recommendation of "the Examinations Reform Committee."

* * *

The suggestion of the Government of Bombay with regard to the Diploma in Agriculture has been acted upon by the Syndicate.

The Bye-Laws relating to College attendance have been suspended because of the re-appearance of the Plague.

* * *

For the same reason the Syndicate has resolved that the School Final Examination of December last should be held at Kurrachee, Ahmedabad and Belgaum as well as at Bombay, and that Amraoti should be added to the usual Matriculation Examination centres.

* * *

The offers of endowment for the foundation of a Framji Sorabji Bhavanagri Scholarship (6,000 Rs.) and of an Uttamram Natbheram Mehtaji Prize (Rs. 5,000) have been accepted.

* * *

A similar offer of 6,000 Rs. from the Dr. Theodore Cooke Memorial Committee for the foundation of a prize in Dr. T. Cooke's name has also been accepted.

* * *

Two more offers of 6,000 Rs. in each case are still under consideration by the Syndicate. One is from the brothers Abdul Cayum Ebrahim Nurdin and Nurdin Ebrahimji Nurdin for the foundation of a scholarship in the name of their father, the late Shet Ibrahim Nurdin, J.P. And the other is from the subscribers to the Narayan Mahadev Paramanand Fund for the foundation of a prize in the name of the late N. M. Paramanand.

* * *

The necessary steps have not yet been taken to give legal effect to the compromise by which the University agreed to accept 5,000 Rs. from the Nathubai Brothers in full satisfaction of its claim under the will of their father Sir Mangaldas Natubai.

* * *

In reply to the protest made by the University, the Trustees of the Gilchrist Scholarships' Fund have replied that they are unable to alter their decision as regards the withdrawal of the Scholarships from the Indian Universities. The Syndicate has asked the Government of India (through the Local Government) to see that the rights of the Indian Universities are not infringed.

* * *

The Senate has resolved that the Bombay College of Law be recognized, and it has forwarded its resolution to Government with a view to authorization under Section XII of the Act of Incorporation.

* * *

The Ahmednugger Education Society has dismissed Mr. Modak, the Headmaster, Messrs. G. K. Dabholkar, S. E. Bharde, W. H. Dhuse, R. G. Nisal, Assistant Teachers of the High School. Mr. Modak was

dismissed because of his seditious speech during the Shivaji celebration and the other Masters for their connection with the Oriental Mercantile Company which published the offending *Sudarshan*.

* * *

For the Cooke Memorial Prize, the following subject has been selected by the Syndicate for the Competitive Essays in English for this award in 1899: "The Construction and Erection of Iron and Steel Work, Bridges, Roofs, &c., in India, by Engineering Firms whose workshops are situated in this country. Inducements offered by the Government of India: Facilities and Appliances possessed by local firms."

CALCUTTA.

Dr. Mahendra Lal Sirkar had the degree of the Doctor of Laws conferred on him at the last Convocation of the Calcutta University. In the Chancellor's speech reprinted elsewhere, His Excellency referred in flattering terms to the claims the recipient had for the honor. *The Indian Nation* points out the anomaly of conferring a Doctorate of Laws on men who distinguish themselves in Literature and Science. Among those who have been similarly honored in past years are His Royal Highness the Prince of Wales, Sir Monier Williams, Rajendra Lala Mitra and Rev. K. M. Banerjea.

* * *

Mr. Justice Trevelyan has been very popular as Vice-Chancellor of the Calcutta University. As his term will expire in the course of the year, the question as to who will be appointed by Lord Elgin to succeed him is exercising the minds of people interested in matters relating to the University. As there have been officials enough holding the appointment in past years, a new departure might be made by the choice of a Non-official Member of the University. Among the Native members we find the names of Dr. Mahendra Lal Sirkar and Dr. Rash Behari Ghose suggested for the honor.

* * *

In the course of a speech which Sir Francis Maclean delivered, as the Chairman of the Prize Distribution Ceremony of the Bethune College, he paid a well-merited tribute to the late Mr. Mana Mohun Ghose for many years its Secretary. "His independence of character, and his knowledge of law were remarkable, his deep sense of judgment (justice ?) and his real sympathy for the weak and the oppressed won for him the respect and admiration of all. He was besides a sincere promoter of education, especially female education, and it was

through his exertions that this institution has been raised to its present position."

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Miss Hemaprabha Bose, a sister of Dr. J. A. Bose, has taken her M. A. diploma, in Botany.

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The Mouat Gold Medal was awarded to Babu Jedunath Sirkar, the Premchund Roychund Student of last year.

* * *

Here is the Bengal counterpart of 'the Oriental Side of the University' of which we have recently heard so much in Madras. A movement has been set on foot in Calcutta to establish a purely Sanskrit University in Bengal. Maharajah Bahadur Sir Jotindra Mohun Tagore and Justice Gurudas Banerji have, among others, joined the movement.

* * *

Mr. Kunjabihari Ballabh, having coming out first in Political Economy at the M. A. Examination in History in the recent University Examination at Calcutta, has been awarded the Cobden Club Silver Medal.

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Drs. Martin and Ashutosh Murkerji, Mr. Rowe, the Hon'ble K. C. Banerji, and Moulvi Shumshul Huda have been elected as Members of the Faculty of Arts for the ensuing year,

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Dr. C. A. Martin, the Director of Public Instruction, in his Memorandum on the Saraswat-Samaj, recognises that the party of Advaita Chandra Nyaratna is the legitimate and real East Bengal Saraswat Samaj.

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The following gentlemen have been appointed Examiners in the ensuing B. A. Examination of the Calcutta University;—*English Pass Course.*—Revd. J. Edwards, M.A., Revd. Dr. J. Hector, M.A., Revd. Dr. K. S. MacDonald, M.A., N. N. Ghose, Esq.—*Honour Course.*—J. Mann, Esq., M.A., H. M. Percival, Esq., M.A.—*Philosophy Pass Course.*—Revd. A. P. Begg, M.A., H. R. James, Esq., M.A. Babu Brajendranath Sil, M.A., Dr. P. K. Ray. *Honour Course.*—G. Thibaut, Esq., Ph.D., A. Venis, Esq., M.A. *Mathematics.*—Dr. W. Booth, M.A., Babu Mohendranath Ray, M.A.

Sanskrit Pass Course.—Mahamahopadhya Nilmani Mukerjee, M.A., Babu Nrisinha Chandra Mukerji, M.A. *Honour Course.*—Mahomahopadhya Haraprasad Sastri, M.A., Babu Rajendronath Sastri, M.A. *History.*—Dr. A. F. R. Hœrnle, M.A., Ph.D., C.I.E., J. N. Das Gupta, Esq., B.A., Barrister-at-law. *Latin.*—The Very Revd. Father A. Neut, S.J., Revd. J. Edwards, M.A. *French*—Revd. E. Francotte, S.J. *Arabic and Persian.*—Surgn.-Lt.-Col. G. S. A. Ranking, M.D., Shams-ul-Ulama Ahmad., Shams-ul-Ulama Shaikh Mahmud Gilani. *Physics*—A. MacDonell, Esq., M.A. *Chemistry.*—W. H. A. Wood, Esq., B.A., F.C.S., W. Tate, Esq. *Geology*—R. D. Oldham, Esq., F.G.S. *Physiology*—Surgn.-Capt. A. W. Alcock, M.B. *Botany*—Surgn.-Capt. D. Prain, M.B. Original Composition—Babu Sibanath Sastri, M.A.

MADRAS.

The prize distribution ceremony of the Pittapur Rajah's College, Cocanada, which took place on the 1st March, went off with a great *éclat*, His Excellency Sir Arthur Havelock presiding. The Secretary read the Administration Report for 1897-98, in which a history of the Institution was given. To commemorate the visit of His Excellency an anonymous donor gave 500 Rupees, so that the interest accruing therefrom may be utilized for a 'Sir Arthur Havelock's Prize.' The Report gave a record of the progress the College had made during the last year under the Principal Mr. Venkaterva Aiyar and his able and willing staff of subordinates. The present strength of the College is 490. His Excellency, in acknowledging the address of welcome read to him by the Secretary, expressed himself as pleased with the attempt of the School authorities to train up the rising youth of Cocanada in the path of loyalty and good citizenship.

* * *

We learn that the system of Hindu Religious Instruction followed in the Hindu Theological School of Madras, has been introduced in the following schools since the commencement of the year: Pursalwakam Hindu Union Middle School; Sri Mahant's Hindu High School, Vellore; Hindu Lower Secondary School, Mannargudi; the Taylor High School, Narsapur.

* * *

Dr. Duncan visited Madura, among other places, some time ago. We learn that he intends to the Normal School Department from the Technical Institute of which it forms a part, and constitute it a Government Training School. The District Board manages the Technical Institute.

George Balfour Salisbury has passed at 18—an early age for a Eurasian—the recent B. A. Degree Examination. He was a holder of two Scholarships in the F. A. Class, won the Ruskin Gold Medal for Literature and has now graduated from the Christian College.

* * *

To the Noble College, Masulipatam belongs the credit of giving Southern India the first native lady graduate. The lady in question is the daughter of Mr. O. Kristnamma, Bar.-at-Law, Sub-Judge, &c. She has passed in all the three branches with History as her optional subject.

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Mr. T. Vijagaraghavan, the successful candidate of the last competitive Examination for the Provincial Civil Service, has passed the M. A. Degree Examination in History and Political Economy.

* * *

We find that each of the First Grade Colleges in the city of Madras has a Biology Master of Arts upon its staff. Messrs. N. K. Kudva of the Pachayappa's, DeRozario of the Presidency College and Mr. Sunkunni Menon of the Christian College having qualified themselves for the Master of Arts Degree in the recent Examination.

* * *

It seemed at one time as though the Madras Educational Authorities were going to administer a snub to native talent by overlooking the claims of Mr. M. Rangachariar to the chair of Physics in the Presidency College. But the recent appointment of Professor Rangachariar to the acting appointment in the College has shown that in this Presidency there is no cause to complain of education not being under sympathetic direction, as regards the claims of Natives to Educational appointments.

* * *

We are glad to note that Mr. Lakshminarasu is acting as Professor of Physics in the Christian College. He is no stranger to the work, having held with credit to himself and benefit to the students, the position of Chief Professor of Physics in the S. P. G. College, Trichinopoly.

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At the invitation of Revd. Mr. Findlay, Dr. Duncan presided at the Anniversary of the Technical Institute, Karur recently celebrated, and spoke in highly eulogistic terms of the results of the Annual Examination in the Technical subjects.

* * *

The College of Agriculture celebrated the College Day on the 5th inst., when the alumni went through a varied and entertaining programme without the toasts so much in fashion everywhere. The popu-

larity of Harikathas, of which we hear so much just now in Madras, seems to be great indeed inasmuch as among the treat provided for the assembly at the College of Agriculture was a Harikatha performance.

* * *

At the Annual Meeting of the Teachers' Guild, held on Saturday the 5th inst., Mr. Hoare called the attention of the members to an important point with reference to the election of office-bearers for the year. He wished for information about the attendance of the members who constituted the Council last year at the several Council meetings held during the year. The information asked for was not forthcoming. Otherwise the members would have been in a better position to judge of the merits of the members of the Council. In the absence of such information no exception can be taken to any of the members who form the present Council. It was but right and proper that the same men should be chosen once more, with some slight changes. Mr. Kellett takes his place as a member of Council, Mr. Goodrich having been appointed Secretary; and Mr. Hoare has been made one of the Vice-Presidents. It was a pity that nobody should have thought of proposing Mr. Kellett's name for one of the Vice-Presidencies. The Guild owes to itself to recognise in the best way it can Mr. Kellett's earnest work on behalf of the Guild, which more than anything else has contributed to the success of the objects the Guild has in view.

* * *

The National Indian Association has bestirred itself at last. When such an influential body as that makes up its mind, there will be no difficulties in devising ways and means for the upkeep of the Girls' Schools maintained by the late Maharajah of Vizianagaram. Some friendly 'fillipping,' however, was necessary before the Association could move. And that was done by Miss Jupe reading two papers recounting the work done by these schools, one under the auspices of the Teachers' Guild, in the Anderson Hall, and another, under the auspices of the Triplicane Literary Society, in the Presidency College. Since then two meetings have been held by the N. I. A., the last meeting at the residence of Dewan Bahadur V. Bashyam Aiyangar. But the initial subscription collected in the meeting held under very auspicious circumstances strikes one as rather poor. But something is better than nothing.

* * *

Madras would be grossly wanting in self-respect indeed if it viewed with folded hands the closing of these Girls' Schools with so many philanthropic Rajahs, and Dewans, and so many wealthy men who are never weary of belauding female education.

The members of the Managing Committee and the Masters of the Hindu High School, Triplicane, may be congratulated on the success of the opening ceremony of the New Buildings on Saturday the 12th instant. Now, at last, the school has a building worthy of its reputation. With the annual savings the managers are able to make, the debt may be repaid in the course of a few years. And then it is to be hoped that the payment of the staff may not be altogether on the sweating system that seems to be too much the fashion in this City. There is much to be said in favour of a plan which will make able and efficient masters stay in the same school and work cheerfully, identifying their interests with those of the school. But thanks to the Law class and other attractions of Madras, the hard-bargaining manager who cares only for the interests of the day can easily get good men will not stay cheap men, but unless they are paid a fair price.

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The following awards have been made by the Syndicate :—

The Sri Goday Vari Sanskrit Prize and the Christian College Medal have been awarded to C. P. Ramaswami Aiyar, a student of the Presidency College, the former for having obtained the highest number of marks in Sanskrit among the successful candidates at the recent B.A. degree examination, and the latter for having obtained the highest number of marks in the English Language Division at the examination.

The Norton Prize has been awarded to T. Vijayaraghavan who obtained the highest number of marks in Political Economy at the recent M.A. degree examination, Branch V.

The Arni Gold Medal in Branch II-A has been awarded to U. Rama Rau, a student of the Presidency College, who obtained the highest number of marks in that branch recent B.A. degree examination ; and the medal in Branch II-B has been awarded to A. K. Yagnanarayana Aiyar, a student of the Presidency College, who obtained the highest number of marks in that branch at the same examination.

The T. Rama Rau Gold Medal has been awarded to A. Tiruvenkatathan, a student of the Kumbakonam College, who obtained the highest number of marks at the recent B.A. degree examination among the successful candidates from Trivandrum and Kumbakonam Colleges.

The Miller Gold Medal has been awarded to K. Seshadri Srinivasachari, a student of the Madras Christian College, who obtained the highest number of marks in Branch IV of the recent B. A. degree examination.

The Pitti Munisawmi Chetti Gold Medal and the Marsh Prize have been awarded to Manjerikandi Kannan, a student of the Presidency

College, who obtained the highest number of marks in Branch I of the recent B. A. degree examination.

The Ramasawmy Mudaliar Medal and the Northwick Prize have been awarded to S. G. Padmanabha Aiyanger, a student of the Presidency College, the former for having obtained the highest number of marks in Political Economy in Branch V. of the recent B. A. degree examination, and the latter for having obtained the highest number of marks in Branch V of the same examination.

The Franklin Gell Medal has been awarded to S. Anavaratavinayakam Pillai, a student of the Madras Christian College, who obtained the highest number of marks in the Second Language Division (Tamil) of the recent B. A. degree examination.

The Caithness Prize has been awarded to M. Narasinga Rau, a student of the Madras Christian College, who obtained the highest number of marks in Branch III-C at the recent B. A. degree examination.

The General Macdonald Gold Medal has been awarded to Patri Ramachandra Rau, a student of the Maharaja's College, Vizianagram, who obtained the highest number of marks in the English Language Division of the recent B. A. degree examination among the successful candidates from the affiliated Colleges in the Northern Circars.

The Fischer Gold Medal has been awarded to C. Ramachandran, a student of the Native College, Madura, who obtained the highest number of marks in Mathematics in Madura at the recent First Examination in Arts.

The Carmichael and Innes Prizes have been awarded to K. P. Madhava Rau, the only candidate who passed the recent M. L. degree examination.

The Hobart Prize has been awarded to Syed Abdus Salam, a studend of the Madras Medical College, who is the only successful Muhammadan candidate at the last Second L. M. and S. degree examination.

The Jubilee Medal has been awarded to K. P. Mathew Mahapillai, a student of the Madras Christian College, who obtained the highest number of marks in the English Language Division of the B. A. degree examination among the Native Christian candidates.

* * *

A new list of University Fellows has been published, and though it cannot be considered an ideal one gives promise of a better next year. To those of the new fellows who are unfit for the position we would suggest the appropriateness of a decent modesty and caution in the debates of the Senate.

The following is the list :—

His Highness Sir Rama Varma, K.C.S.I., Rajah of Cochin; Sir Muhammad Munawar, Khan Bahadur, K.C.I.E., Prince of Arcot; H. K. Beauchamp, Esq., Editor, *Madras Mail*; A. W. Bishop, Esq., Ph.D., Professor of Chemistry, Maharajah's College, Trivandrum: H. O'Connell Cardozo, Esq., C.I.E., Superintendent of Revenue Survey; J. P. Cotelingam, Esq., M.A., Principal, Wardlaw College, Bellary; Rev. W. H. Findlay, M.A., Wesleyan Mission, Karur; W. E. Hoare, Esq., M.A., Principal, Doveton Protestant College; Hormusji Nowroji, B.C.E., Assistant Sanitary Engineer to Government; M. R. Ry. P. N. Krishnamurti Avergal, B.L., C.I.E., Member of Council, Government of Mysore; R. S. Lepper, Esq., M.A., LL.B., Principal, Pachaiyappa's College; C. E. Phipps, Esq., Locomotive Superintendent of Madras Railway: Diwan Bahadur V. Raghavacharulu Avergal, First Assistant, Local and Municipal Department; the Hon'ble P. Rajaratna Mudaliar, Diwan Bahadur, Inspector General of Registration; Rev. James M. Russell, M.A., Professor, Madras Christian College; M. R. Ry. K. P. Sankara Menon Avargal, B.A. B.L., District and Sessions Judge, Nagercoil; M. R Ry. P. S. Sivaswami Aiyar Avargal, B.A., B.L., High Court Vakil; F. J. E. Spring, Esq., C.I.E., L.C.E., M. INST. C.E., M.I.M.E., Consulting Engineer for Railways; Raho Bahadur T. Venkatasiva Rao Pantulu, Chairman, Municipal Council, Chicacole; M. R. Ry. S. Venkobachariyar Avergal, B.A., Headmaster, Native College, Madura; Rao Bahadur K. Virasalingam Pantulu, Rajahmundry College; Rev. G. T. Washburn, D.D., Madura American Mission; the Hon'ble Mr. H. M. Winterbotham, Member of the Board of Revenue.

NOTIFICATIONS.

BOMBAY.

List of appointments in the Educational Department for the month of February 1898.

7th February 1898.—Mr. F. V. Butani, *sub-pro-tem* 2nd Assistant Deputy Inspector, Hyderabad, is appointed 1st Assistant Deputy Educational Inspector, Karachi.

10th February 1898.—Mr. S. B. Dixit, 3rd Assistant, Poona Training College, is appointed 2nd Assistant in the same College, *vice* Mr. Sathe, deceased.

18th February 1898.—Mr. N. N. Desai is appointed Assistant Teacher in the Sir J. J. School of Art, Bombay.

22nd February 1898.—Mr. V. S. Deshmukha, B.A., 2nd Assistant, Poona High School, is appointed 1st Assistant, Elphinstone High School, Marathi side.

24th February 1898.—The following appointments are made in the Office of the Educational Inspector, Northern Division, from the date when Mr. Gaurishanker D. Dave retires from service; Mr. M. A. Tanksali, to be Head Clerk; Mr. S. M. Devaskar, to be 2nd Clerk; Mr. K. M. Panvala, to be 3rd Clerk; Mr. C. L. Mehta, 5th Clerk, to be 4th Clerk; Mr. M. P. Asarva, to be 5th Clerk; Mr. L. S. Mehta, to be 7th Clerk; Mr. S. G. Vin, 8th Clerk, to be Local Board Clerk; Mr. M. T. Adatia, to be 8th Clerk.

The "Citizen of India" by W. Lee-Warner Esq., C.S.I., M.A., is sanctioned by the Director of Public Instruction, Bombay, as a prize, library and text-book in Anglo-Vernacular and High Schools for use in Standards V. and VI. The price of the book is Rs. 1-4-0 and it can be obtained at "Macmillan & Co. Limited, Bombay."

Postal Insurance Fund.

Extension, with effect from 1st February 1898, of the Postal Life Insurance and Monthly Allowances Scheme to all Government servants whose pay is audited by the Civil or Military Account Department, and who are subject to the Civil Rules; and addition thereto of a further system of Endowment Assurance.

No. 428.

FINANCIAL DEPARTMENT.

Bombay Castle, 29th January 1898.

Resolution of the Government of India, Finance and Commerce Department, No. 89-P., dated 7th January :—

"Read the following correspondence :—

Financial Resolution No. 1726, dated the 5th December 1883.

Letter to the Director-General of the Post Office of India, No. 6745, dated the 31st December 1887.

Despatch to Her Majesty's Secretary of State for India, No. 253, dated the 3rd September 1895.

Despatch from Her Majesty's Secretary of State for India, No. 180 (Financial), dated 31st October 1895.

RESOLUTION.—In the Resolution of the 5th of December 1883, read in the preamble, the Government of India, with the approval of the Secretary of

State for India, sanctioned, as an experimental measure, the introduction, with effect from the 1st of February 1884, of a scheme for Life Insurance and Monthly Allowances to be worked, by the agency of the Post Office, and confined to the employés of that Department; and in the letter of the 31st of December 1887 the scheme was, with the sanction of the Secretary of State for India, extended to the employés of the Telegraph Department.

2. In making these limited recommendations, the Government of India informed the Secretary of State that, although the scheme was restricted at the outset to Postal employés, the eventual inclusion of all Government servants was contemplated. But, as the statistics regarding the expectation of Native life were then too imperfect to permit of any very extended scheme of Life Assurance, and as the Secretary of State was of opinion that until the Fund had been in operation for at least ten years it would be difficult to form a definite opinion regarding the probability of its eventual success, its operations were confined to the employés of those two Departments only.

3. In the Despatch to the Secretary of State of the 3rd September 1895, the Government of India observed that the scheme had been in operation for eleven years; that it had worked well; that the financial position of the Fund was sound and improving; and that they were of opinion that the time had now arrived when a further development might be attempted with safety and advantage, by extending the scheme to other Departments of the Government service. They accordingly proposed (1) that the scheme should be extended to the members of all the Government establishments whose pay is audited in the Civil Account offices and to those members of establishments of the Military Department under audit of the Military Account offices who are subject to Civil Rules, and (2) that to the advantages already allowed by the scheme should be added a system of Endowment Assurance, which they considered to be specially suitable for Government servants who have to retire at a certain age upon a pension considerably less than the pay they have drawn up to that age.

4. These proposals having been sanctioned by the Secretary of State, the Governor-General in Council is pleased to direct that, with effect from the 1st of February 1898, all Government servants whose pay is audited by the Civil and Military Account Department, and who are subject to the Civil Rules, shall be eligible to subscribe to the Postal Life Insurance Endowment Assurance and Monthly Allowances Fund, in accordance with the Rules, approved by the Government of India, which will be issued by the Director-General of the Post Office.

Resolution.—Copies of the Resolution of the Government of India and of the rules referred to in it should be forwarded to all Departments of the Secretariat and all Heads of Offices under them for information and guidance.

J. P. ORR,

Acting Under-Secretary to Government.

Schools—Ahmednagar Education Society's High School—Part taken by certain Masters of the—in the celebration of the anniversary of Shivaji

Political Agitation—Principle laid down that the instruction of youth should be wholly dissociated from politics and that Teachers and Professors should not take part in—.

No. 259 of 1898, Educational Department, Bombay Castle, 28th Febuary 1898.

Memorandum from the Judicial Department, No. 7984, dated the 2nd November 1897.—Transferring for information and such action as may be deemed necessary, a memorandum from the Commissioner, C. D., No. W. dated 17th October 1897, with attached correspondence, regarding an address delivered by Mr. Mahadev Hari Modak, Head Master, Ahmednagar High School, on the occasion of the celebration of the anniversary of Shivaji in May last and published in the *Sudarshan* newspaper of the 15th, 22nd and 29th May and 12th June 1897, which is the property of a Company called the Oriental Mercantile Company, Limited, of which certain school-masters in the Ahmednagar High School and Pandarpur School and a student of the former school are members.

Letter from the Director of Public Instruction, No. 6224, dated the 10th January 1898:—

"With reference to your No. 1666 of November 10th, 1897, I have the honour to return the papers (confidential) in a separate registered packet and to report as follows.

"2. In accordance with the instructions received from Government I addressed the Secretary, Ahmednagar Education Society, on November 23rd, and I append to this report copies of all correspondenec which has passed between us. The correspondence is noted in the rgin.

1. Letter No. 331 of November 12th, from the Secretary Ahmednagar Education Society, to the Educational Inspector, Central Division.
2. Correspondence between the Secretary to the Ahemednagar Education Society and the Head Master and Assisiant Masters.
3. This office No. 1—A of November 23rd, 1897.
4. This office No. 2—A of December 1st, 1897.
5. Letter No. 359 from the Secretary to the Society.
6. Letter No. 383 from do. do.

"3. The first letter is due to the fact that the Acting Educational Inspector went to Nagar early in November, and that the Society then decided on passing the resolution shown in the letter. They further, under the advice of the Acting Educational Inspector, called on the Head Master and the Assistant Masters to explain their conduct in connection with the *Sudarshan* newspaper and the speech of the Head Master reported therein. The final letters in that correspondence, dated November 25th are the consequence of my letter of November 23rd, marked 3 in the correspondence.

"4. I went to Ahmednagar on the 30th November and the meeting of the Managing Board was held on the evening of that day. There were present at the meeting:

Rao Bahadur P. V. Gupte, Chairman; Messrs. Haridas D. Parikh; Sadashiv Shankar Gatne; Gajanan D. Nisal; Mohanlal Harilal; Edalji Rustomji (Vice-President of the Municipality). Byramji Sorabji; S. V. Jog; Mahomed Sidik Gulmahomed (Municipal Member); Sahadev Ravji Bagde; V. B. Chonkat bad (Secretary of the Socity).

The number of the Managing Board is 15, so that there was a fully representative meeting.

"5. I addressed the members on the subject of the *Sudarshan* newspaper and the speech of the Head Master of the school, Mr. Mahadev Hari Modak, which was delivered at the Shivaji accession meeting held in May 1897 and reported in the issues of the paper for May 15th, 22nd 29th and June 12th. I pointed out that it was stated in the first issue, that of May 15th, that the speech is reported *in extenso* and that it had therefore apparently been fully communicated. I further pointed out that Mr. Modak had had full opportunity given to him to explain or repudiate the speech; that in his letter of November 11th he excused his utterance at the Shivaji meeting as being the result of a yielding to the importunate and obstinate request of a few friends and not a voluntary effort, and that he stated in the same letter that the speech was mutilated and inaccurate; that when called on to explain what steps he had taken to deal with the misrepresentation, if any, his reply was that he could not take any steps, that he delivered the speech *extempore* and never thought it would be reported, that when he found it had been reported he got the issues of the paper and had a mind to protest, but was dissuaded by his friends for reasons stated.

"6. I think that when it is considered that the speech was reported to the paper on the day on which it was delivered, that it purports to be and is apparently a speech fully reported, and that it is not contended that any Marathi short-hand writer took down the speech at the meeting, it may be fairly assumed that the speech existed in writing before it was delivered. If it did not, the speech must have been committed to writing by some one who possessed either a wonderful memory or an unusual power of imagination. In the first case, Mr. Modak must be assumed to have uttered the words reported. In the second case, his refusal to protest against misrepresentation is inexplicable, when the language of the speech is considered.

"7. The tendencies and objects of the speech have been summarised in the papers, but I would quote one or two passages from the speech itself, or rather from the translation made by the Oriental Translator :—

(1). 'Will the mere meditation of Shivaji restore past glory? I reply that even this will happen, as I have already shown on the authority of the word of God. Besides, the history of the world shows that the dictum "the state of nations goes down and rises up like the tyre of a revolving wheel" is without any exception. And, therefore, this our distressful state must come to an end some time or another.'

(2) 'I therefore only say that, though at present we have fallen upon evil days we must not lose heart, and that every one should bear in mind

that our glory has been mortgaged to a stranger for a couple of days, and that to-morrow, if not to-day, it will be redeemed by us. I think that if this is borne in mind by every one, it will inspire much courage. We have a saying, "ten persons may die but not the supporter of ten." So, I say it does not matter that we once lost our glory, but the remembrance which cherishes that glory must not be lost. We must not lose the idea of it. And from this point of view I say that the plunderers who carried away many camel-loads of wealth from India inflicted on us no loss whatever. A loss, lakhs of times greater than the above, is inflicted on us by those who put into our hands books containing mischievous, base and false statements like these: "For the Hindus to fight with Europeans is like lambs fighting with a wolf." "The Hindus are uncivilized," &c.'

(3) 'In short, my only prayer is this. Keep alive the idea of your past glory and of your Maharashtra origin, though at present you can do nothing more. At present that idea might appear to you unsubstantial. May it so appear. I, however, positively tell you that to-morrow, if not to-day, it will assume a form and prove substantial.'

(4) 'Our Shivaji, having for his followers only a handful of men in loincloths, had an ubiquitous rival like Aurangzeb, who showed no respect even to his father, and who was a terror even to death. The poor fellow had neither the Lancashire nor the Middlesex regiments. He had nothing. Again, his mode of warfare was not like that of the present-day warriors, firing from a distance, but of hand to hand fight. Even his father was on the Badshah's side. Despite this he went on pruning (*i.e.*, destroying his enemies). How different is this from the valour displayed in firing from behind! No sooner did the crown-lock (Hindus) and the beard (Muhammadans) combine for only a day and a half in 1857, than preparations were made the same night to start for the white isle (England) with the gowns (*i.e.*, ladies). This is not a mere rhapsody. Bravo! Bravo! Shivaraya!'

The speech concludes with a significant reference to Rama, who, single-handed, destroyed the Rakshasas, and conquered Ravan with the aid of monkeys only.

"9. Now I say that, if language has any meaning at all, the meaning of the passages which I have quoted is briefly this: Do not believe that you are so cowardly and weak as people tell you, or that the British are so brave and strong as they are described. They were nearly turned out of India in 1857, and another attempt may be more successful. Therefore remember and watch your opportunity.

"10. But if my interpretation of this speech and its objects, is correct, then I say that the speaker, who has had the opportunity of repudiating these sentiments, and who has not taken that opportunity, is no loyal subject of this Government or of Her Majesty the Queen-Empress. Much may be allowed to rhetorical fervour and to inflated diction, but the deliberate depreciation of the ruling race and the significant reference to the Mutiny of 1857 leave no room for doubt as to the true sentiments of the speaker, and as to

the doctrine which he strove to inculcate in the minds of his hearers. And the speaker is the Head Master of a High School in a large and important town—a High School maintained by an Educational Society in which Government have placed unusual confidence, and to whose hands they have entrusted the English education of the youth of the city.

"11. The speech is reported in four issues of a paper, which is maintained by a Company called the Oriental Mercantile Company, Limited. The Company in question is said to conduct a trade in stationery, but it was admitted at the meeting of the Managing Board that its principal article of sale was the *Sudarshan* paper, and on the Board of the Directors of the Company are found four Assistant Masters in the employ of the Education Society and one student of the High School. I pointed out to the Board that it was impossible to doubt that these Directors of the Company were in close touch with the paper which they owned and in which the speech of the Head Master had been so carefully reported, and I further pointed out that, in any case the Directors of a Company are responsible to the public for wares in which the Company deals, and that ignorance of adulteration was no excuse for the fact. Thus, even if it were assumed that the five Directors were absolutely unacquainted with the utterances of their own paper, they could not escape the responsibility for those utterances.

"12. I may say at once that the members of the Board did not attempt to defend their employés at the meeting, and have not attempted to do so subsequently. It was manifest to me that many of the gentlemen who were present to meet me were astonished and shocked at the language of their Head Master, and were entirely opposed to the maintenance of a political newspaper by their subordinates. Probably, as has happened elsewhere, a certain clique of people in Ahmednagar have been infected by the unwholesome utterances which have characterised a portion of the press, though the action and sentiments of the members of this clique have obtained neither notice nor sympathy from the more respectable members of the community.

"13. Be this as it may, the Board agreed to the terms which I laid before them, and the resolution of the Board has been ratified at a meeting of the Education Society held on the 15th December (*vide* the Secretary's No. 338 of December 18th, among the papers).

"14. The result, therefore, of my negociations is that the Society has decided to dismiss fron their service the following persons:—

(1) Mahadev Hari Modak, Head Master, Ahmednagar High School.

(2) Ganesh Krishna Dabholkar, Fourth Assistant Master, High School.

(3) Shivram Eknath Bharde, Fifth Assistant Master, High School.

(4) Dhondo Atmaram Dhuse, *sub. pro-tem.* First Assistant Master, City School, but serving temporarily in the High School.

(5) Rangnath Gajanan Nisal, *sub. pro-tem.* Fifth Assistant Master, City School.

A student of the High School, Lalchand Punamchand Marwadi, who was a Director of the Oriental Mercantile Company, Limited, is also dismissed from the school.

The Society has also passed a resolution, contained in Exhibit I of the annexed correspondence, under which their present and future employés are forbidden to speak in public on political matters, or to have any connection with any newspaper, and under which the rules applicable to Government servants are applied also to employés of the Society.

"15. It will be seen that the Society has recommended to the clemency of Government Messrs. Dhuse, Nisal and Marwadi, on the ground that they are young and inexperienced. As regards this recommendation I am inclined to think that the following distinction might be made between the case of the last three and the first three persons named in paragraph 14. I think that the first three should be dismissed and that Government should notify that they will not be employed in future in any Government Department or in any school aided by Government, while the three latter persons may be allowed to leave the school without any further disabilities, their resignations being accepted. I make this suggestion, because it was openly admited that Messrs. Dabholkar and Bharde were active political partisans and had influenced the others. As regards Modak, his unrepudiated speech puts him out of Court altogether.

"16. Whether such a distinction as I have suggested is made or not is not of great importance. In any case I think that Government may accept the action of the Society as a repudiation of the past and a promise for the future. I have little doubt that this severe lesson will have a genuine and lasting effect in Ahmednagar, and if one result of this incident is to induce those who are responsible for the schools under the Society to exercise a more effective and direct control over their subordinates, to assure themselves that the education given in their schools is such as to produce upright and loyal subjects of the Queen, the lesson will not have been learnt in vain.

"17. I append to this report, for the information of Government, a copy of the Rules of the Society and of the last Annual Report. The constitution of the Society differs from that of the Deccan Education Society in that there are no Life Members, and that their Managing Board is created from among the members of the Society and is a genuine governing* body. I have little fault to find with the constitution, though I think it would be much to the benefit of the Society if they would co-opt on their Managing Board one or two persons of local influence. The circumstances of the Society are peculiar, for they have replaced Government which formerly managed their schools. The connection with the former management might be judiciously preserved by the co-optation of a resident official like the Sessions Judge or the Collector on the Board of management.

* *i.e.*, is not formed largely of the people who are the subject of management.

"18. Finally, I should be obliged if Government can pass early orders on these papers. I propose, under present conditions, to pay the usual grants* to the Society and to continue the negociations for executing the lease for the transfer of the buildings and furniture to the care and control of the Society."

* *i.e.*, High School	... Rs.	2,710
Middle School	... "	1,120
Total Rs.	...	3,830

Resolution.—His Excellency the Governor in Council approves of the terms offered to the Ahmednagar Education Society, and, as the Society has

accepted them, is prepared to continue the grant-in-aid hitherto enjoyed by the Society notwithstanding the grave misconduct of the Head Master and some other masters of the High and City Schools. Government, however, do not consider it necessary to insist on the expulsion of the student Lalchand Punamchand, as he is not a paid employé. That matter may be left to the discretion of the Society. If the Head Master and the other masters mentioned in paragraph 14 of the Director of Public Instruction's letter have been dismissed, the usual grant may be paid by the Director to the Society. The three principal offenders, Messrs. Mahadev Hari Modak, Ganesh Krishna Dabholkar, and Shivram Eknath Bharde, should not be employed again in any school maintained or aided by Government without the express permission of Government, and the Director of Public Instruction is requested to see that the officers responsible for seeing that this order is obeyed have due notice of it.

2. The Director reports that the constitution of the Council of the Society is free from some of those defects which were found in the constitution of the Council of the Deccan Education Society, when Government was recently compelled to turn its attention to that body in consequence of events resembling those which have occurred at Ahmednagar. The thoroughly unwholesome spirit, however, indicated by the mischievous and disloyal speech uttered and published by their employés betrays a serious lack of control by the Council in the past, and justifies a doubt whether the resolution to debar their employés in future from political agitation will be consistently enforced unless the Council is strengthened by the addition of members who will make it their special care to attend to this point. The suggestion of the Director of Public Instruction that the Collector or the District Judge should be a member of the Council appears therefore judicious, and it may be desirable also that the Deputy Educational Inspector should have a seat on the Board. The Director is requested to address the Society on this point and report the result to Government. In the meantime the negociations for executing a lease should be suspended.

3. Government cannot allow this occasion to pass without a public expression of the principle that the instruction of youth should be wholly dissociated from politics—a principle which involves as a consequence that teachers and professors should not take a part in political agitation. The observance of this rule must be insisted on, not only in the case of educational institutions under the direct control of Government, but in the case of all institutions which receive aid from the public funds.

A. C. LOGAN,

Acting Secrery to Government.

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V. KALYANARAM IYER, MADRAS.